Spring 2022

Digital PSAT 10 Coordinator

Coordinator Manual

Look inside for:



TESTING ROOM PROCEDURES





SECURITY REQUIREMENTS



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For further information, visit collegeboard.org.

Contact Us

PSAT 10 Support (Educators Only)

PSAT 10 SUPPORT HOTLINE: 855-373-6387

- General College Board assessment questions and policies
- Test material questions or issues
- Testing with accommodations, accommodated test materials, or to reach the Services for Students with Disabilities (SSD) office
- Security issues to report to the Office of Testing Integrity (OTI) or other test administration questions

EMAIL: schooldayassessments@collegeboard.org
WEB: digitaltesting.collegeboard.org

Contact Information for Students and Parents

PSAT CUSTOMER SERVICE: 866-433-7728
EMAIL: psathelp@info.collegeboard.org

Test Question Ambiguity/Error

EMAIL: psatquestion@collegeboard.org

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PART 1:

For Test Coordinators

This manual is split into 2 parts.

Part 1: For Test Coordinators covers everything test coordinators need to know and do before, during, and after the test administration.

Part 2: For Proctors and Monitors includes standard and accommodated test day scripts, instructions for test administration, and guidelines for dealing with irregularities on test day. Test coordinators should read and familiarize themselves with this part of the manual as well.

Introduction

As the test coordinator, you should set aside time before test day to read both parts of this manual carefully so all procedures will be familiar and easy to follow when you administer the test. We depend on you and your staff to administer the test according to this manual so all students have the same opportunity to do their best.

Using This Manual

This manual is your guide for supervising the administration of the PSAT $^{\text{m}}$ 10 at your school and for creating the best possible environment for your students on test day.

Each section of Part 1 is organized with **tasks** (what you need to do) and **key information** (what you need to know). For example, **tasks** related to room selection are followed by **key information** about seating requirements.

Part 1: For Test Coordinators

Before the Test

Before the test you'll need to prepare your space, staff, students, devices, and materials. Completing the tasks in Before Test Day Tasks and Information prepares you for testing.

During the Test

During the test you'll have activities to oversee, including admitting students, assisting your staff, maintaining security, and distributing and collecting materials. Completing the tasks in During the Test Tasks and Information will help ensure a smooth administration.

After the Test

After the test you'll be in charge of wrapping up the administration, which includes tasks such as completing test day forms, returning materials correctly, and planning for makeup testing. Completing the tasks in After the Test Tasks and Information ensures that students receive their scores.

Part 2: Proctors and Monitors

Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they're administering the test with accommodations, they should pay special attention to Prepare to Administer Accommodations on page 48, which explains the use of the different accommodated scripts in this manual.

Appendix Resources

You'll find timing charts, the Irregularity Chart, a seating chart, and other resources in the Appendix (see the table of contents for a complete list with page references).

Typographical Icons

Typographical icons are used throughout the manual to draw your attention to specific information and action items.

Contact by phone

Procedures or information for providing accommodations to students with disabilities

Security requirement



New for Spring 2022

Important Changes and Reminders

Use this manual to administer the digital PSAT 10. If you require additional copies, please contact us or print a copy from digitaltesting.collegeboard.org/resources.

If you have questions about the specific terms and conditions for your administration, please contact us.

College Board has made the following changes for this school year:

- For the latest updates to policy, please see sat.org/covid19.
- Schools can start testing earlier and/or later than usual and split their students across multiple testing groups:
 - a. All requirements for timing and breaks still apply, and all testing must be completed within the same school day (unless students are approved for a multiday testing accommodation).
 - **b.** No group of students can begin testing after another group has completed the test.
 - **c.** Each group must have completed all testing before they are dismissed for lunch.
 - d. Mobile phones may be returned to students completing testing only after the last group of students has begun testing.
 - **e.** Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments.
 - f. If health and safety guidelines limit the number of students in the restroom or hallways, you may double the time of scheduled breaks and allow students to consume snacks and drinks while standing behind their desks (away from testing devices).

Testing Basics

As part of the SAT® Suite of Assessments, the PSAT 10 measures the skills and knowledge that current research shows are essential for college and career readiness and success. The PSAT 10 covers the same content areas as the PSAT/NMSQT®. Both the PSAT/NMSQT and PSAT 10 serve as a check-in on student progress to help pinpoint areas for development.

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Please ensure that you and all testing staff comply with all applicable laws, including those relating to discrimination and any local health or safety guidelines. By strictly following College Board policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Test Sections and Timing

The PSAT 10 is composed of the following sections, which you must administer in order unless explicitly instructed otherwise by College Board.

Evidence-Based Reading and Writing: Includes a Reading Test and a Writing and Language Test. Each test is composed of multiparagraph passages and multiple-choice questions.

Time allotted:

- 60 minutes for the Reading Test
- 35 minutes for the Writing and Language Test

Math: Includes multiple-choice and student-produced response questions (math questions that require the student to arrive at and record an answer rather than select a multiple-choice answer). Divided into 2 portions: 1 that permits calculator use and 1 that doesn't.

Time allotted:

- 25 minutes for the Math Test No Calculator
- 45 minutes for the Math Test Calculator

Accommodated Testing Overview

College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests, such as braille, text-to-speech (TTS), and extended time. Using the College Board SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. All students are expected to test digitally including those with accommodations. Once approved, with limited exceptions, students remain approved for College Board accommodations until 1 year after high school graduation. If a student who doesn't regularly attend your school is testing with accommodations, follow the guidelines in this manual. See Prepare to Test with Accommodations on page 23 for more information.

Most students will test in 1 or 2 days. In rare occasions, students may need more than 2 days for testing (for example, if they require more than double time or if they're approved for limited testing time).

State-allowed accommodations (SAAs) may be available depending on your state. If available, SAAs allow students to use defined accommodations or supports; however, they do not result in scholarship reportable scores.

Accommodated Room Requirements

Students taking the test with extended time, extra or extended breaks, or other accommodations not listed under Standard and Accommodated Testing Rooms on page 6 should be assigned a room and a proctor separate from those used for the standard administration. Test coordinators should be discreet to avoid subjecting students to unnecessary attention.

Please note that some accommodations don't affect the timing or administration of the test and can be given in the standard testing room. These include preferential seating, wheelchair access, permission for food or medication, use of a magnifier, a sign language interpreter for oral instructions, color contrast, or the use of a 4-function calculator on the Math Test – No Calculator.

Staff Roles and Responsibilities

The main testing staff is described in this section. You may require additional support staff depending on the needs of your students. See Plan Your Staff on page 13.

PSAT 10 Coordinator

As the test coordinator, you're responsible for the test site and staff. You ensure that all testing materials are received, handled, and stored securely. You're responsible for completing setup tasks within the Test Information Distribution Engine (TIDE) platform. You're expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. You also are responsible for returning all test materials and requesting any makeup materials (if applicable). You also are responsible for returning completed Irregularity Reports (IRs) and paper test materials if they were provided.

Online training is provided for all PSAT 10 coordinators. Be sure to complete it well before test day. See Plan Training Sessions on page 15 for more information.

We recommend that you designate a backup test coordinator in case you're absent on test day. The designated backup test coordinator will need to sign the Testing Staff Agreement form to signify their acceptance of the conditions and requirements and their commitment to administering the PSAT 10 on the scheduled date. Be sure to have your designated backup test coordinator complete the online training well before test day.

SSD Coordinator

The SSD coordinator works with students, case managers, and/or counselors to apply for accommodations and certain English learner (EL) supports through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to administer accommodated testing. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable, and ensure requests are submitted.

As part of the testing staff, the SSD coordinator accesses, verifies, and prints the Nonstandard Administration Report (NAR) and assists the PSAT 10 coordinator in determining testing rooms and staff needed for administering the test with accommodations.

The SSD coordinator should also work with the test coordinator to ensure that test settings in TIDE are configured for each student with approved accommodations.

All testing materials, including accommodated materials, are shipped to the PSAT 10 coordinator; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials for scoring.

Students may be approved for accommodations that require assistance from support staff such as human readers to read aloud the test questions, sign language interpreters for test directions, or scribes to record responses. The SSD coordinator can assist the PSAT 10 coordinator in identifying appropriate staff in these cases.

Technology Coordinator

Each school must appoint a technology coordinator. The technology coordinator's responsibilities include:

- Performing product and performance validations on school testing infrastructure
- Confirming that hardware, software, and network bandwidth meet minimum specifications
- Working with the test coordinator to confirm technical readiness
- Assisting the test coordinator with device preparation for the digital administration, as assigned



Proctors

Proctors are responsible for conducting a secure, valid administration. They are accountable for everyone in the testing room and everything that takes place there. They conduct the testing and monitor students to ensure a fair administration.

Proctors should be current or retired teachers, counselors, administrators, or other educators familiar with test administration.

A test coordinator or proctor must be present in each room to read aloud instructions from this manual and to administer the test from the Test Administrator (TA) Interface on their device.

Hall and Room Monitors

Hall and room monitors assist you and your proctors with test administration duties. Monitors do not administer the test, but they do help set up the testing area, monitor testing, and check the hallways during testing.

Support Staff Needed for Accommodated Testing

Work with the SSD coordinator to check your dashboard in SSD Online for students approved for any of the following support staff. Support staff must meet the same requirements as all other staff:

- Human readers
- Scribes
- Sign language interpreters (for test directions)
- Other support staff (e.g., aide, nurse)

No specific training is required for SSD support staff, but the test coordinator may choose to share proctor training materials with human readers, scribes, etc. For more information about administering accommodations with support staff, refer to the *Accommodations and Supports Handbook* at accommodations.collegeboard.org/media/pdf/accommodations-supports-handbook.pdf.

Readers

Students approved for a reader can test with a human reader or digitally with TTS. Students testing with a human reader should be testing with a paper accommodation. The proctor should use the *PSAT 10 Coordinator Manual* along with the printed test book and answer sheet.

IMPORTANT: From this point forward, "reader" refers to a human reader unless "screen reader" is specified.



PSAT 10 Test Materials

Materials Tables

Review the following tables so you can plan to receive and check materials, and learn about the forms and publications you'll be using for administering the PSAT 10. **IMPORTANT:** Note that scannable forms like the Irregularity Report (IR) should not be photocopied because photocopies won't scan properly. Other forms can be copied if needed.

STAFF MATERIALS—MANU	JAL AND INSTRUCTIONS	
Material	What It Is and How It's Used	
Digital PSAT 10 Coordinator Manual	Detailed instructions and policies for the test coordinator to plan setup and management of the PSAT 10 administration	
	Detailed instructions and scripts to help the proctor hold the preadministration session and administer the PSAT 10 in standard and accommodated rooms	
Digital Testing Room Quick Start Guide	Quick reference with platform test start instructions and troubleshooting tips for proctors	
STAFF MATERIALS—REPO	RTS AND FORMS	
Material	What It Is and How It's Used	
Testing Staff Agreement	Form for each staff member to read and sign, attesting they have no conflicts of interest that bar them from administering the PSAT 10	
PSAT 10 IR	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration	
STAFF MATERIALS—ENVE	LOPES AND LABELS	
Material	What It Is and How It's Used	
UPS Return Materials	UPS Express Pak for the test coordinator to return reports and signed forms	
Gray-Bordered Envelope	Envelope for test coordinator to return any IRs	
White Accommodated Testing Envelope	Envelope for returning the NAR and any answer sheets for students with accommodations who tested with paper and pencil materials	
STUDENT MATERIALS		
Material	What It Is and How It's Used	
PSAT 10 Student Guide for Digital Testing	A booklet for students that explains the assessment, and includes test directions, test-taking tips, and policies governing the test and the use of student information	

Manual and Scripts

Digital PSAT 10 Student

Questionnaire Instructions

This manual gives complete instructions for preparing your school for testing. It includes preadministration scripts for guiding students to complete their personal information and scripts for administering the test. Because of the variety of timing requirements for various accommodations, Part 2 gives several different test administration scripts.

Rosters

A document with instructions for completing the optional questionnaire

To manage testing at your school, we recommend that you develop a Master Student List of test takers for the PSAT 10; recommendations for compiling this list are in Compile a List of Students on page 11. You're not required to return your Master Student List. Also, each proctor will need a room roster.



Keep copies of both the Master Student List and proctors' room rosters and return any originals with your other administration reports. If an irregularity or discrepancy occurs, you may need the list to respond to inquiries from Educational Testing Service (ETS) or College Board during an investigation. For more details, see Creating and Managing Rosters Using TIDE on page 127 in the Appendix.

Forms and Reporting

Nonstandard Administration Report (NAR)

Your SSD coordinator will have access to the NAR approximately 4 weeks before test day. The NAR lists students with College Board–approved accommodations, SAAs, and EL time and one-half. Several days before test day, print copies of the NAR and distribute them to proctors.

The proctor should note their own name on the NAR, make a copy, and give it to the test coordinator to return with test materials.

Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the Testing Staff Agreement. You and your backup test coordinator also need to sign the Agreement. Please make sure you and your staff understand the requirements you're agreeing to. See Staff Policies on page 13 for more information.

Seating Chart

Record students' names or initials on the chart on the back of this manual. This task can be completed during Section 1 (the Reading Test).

PSAT 10 Irregularity Report (IR)

You'll receive copies of the IR form to use in the event of an irregularity. Distribute at least 1 IR to each proctor to use in the testing room. Remember, these scannable forms can't be photocopied for use, but your school can call PSAT 10 Support to request additional copies.

Without information, College Board can't resolve issues that may occur. Please ensure all proctors are familiar with the IR form. All IRs submitted are thoroughly reviewed and should include the names of all affected students. Refer to the Irregularity Chart on page 116 for instructions on when to fill out an IR. If you're submitting an IR, keep a copy for your records and return the original.

Standard and Accommodated Testing Rooms

Your NAR should be printed from SSD Online by your school's SSD coordinator. It will list all students who are testing with accommodations and EL students testing with time and one-half. The table that follows provides an overview of some of the most common accommodation examples. Check your NAR to ensure that all students with approved accommodations or extended time supports are identified correctly.

Some students may test with accommodations (i.e., braille test book) that are not appropriate for a digital test. For students whose accommodation does not allow them to participate in the digital administration, the test coordinator or SSD coordinator will arrange for alternate accommodation supports (e.g., paper test book, reader). Please work with your school's SSD coordinator and the student to determine which accommodation option(s) the student will use on test day.

Paper testing materials can be requested for a student if the digital alternative to the braille format does not meet their need. Students who test with a braille test book have standard time and breaks (Script 1) unless they're approved for extended time. Braille is in Unified English Braille (UEB), with Nemeth Code for math. Make sure each student testing with braille receives the *Guide to the Nemeth Code* and the *Braille Reference Information*.

The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the guide during the test if they're taking the braille test or using the braille figure supplement. The *Braille Reference Information* contains math reference material required for the braille test.

A regular-type test book is included with each braille test for your use as a reference. A script is also included in case the student asks to have a question read.

GUIDE FOR TESTIN	G WITH ACCOMMODATIONS		
	Standard Room(s)	Accommodated Room(s)	
Number of Testing Days	1 day	1 day	2 days
Script(s)	Script 1	Scripts 1–4	Script 4
Accommodation Examples	 Magnifier/zoom text Printed copy of verbal instructions Food/drink/medication Wheelchair accessibility Preferential seating Color contrast Sign language interpreter for test directions 4-function calculator on Math Test – No Calculator 	 Breaks: Extended Breaks: Extra Breaks: As needed Permission to test blood sugar Small-group setting Time and one-half for reading (entire assessment) Time and one-half for math (Math Test only) Text-to-speech format (read text only) Assistive Technology (AT) format Writer/scribe to record responses One-to-one testing Late start time Double time for math (Math Test only) State-allowed accommodations, if applicable – Example: Text-to-speech. (some may require 2 days) 	 Double time for reading (entire assessment) Limited testing time (some may test over 1 day) More than Double time (>+100%) Text-to-speech format (read text with graphics)

Refer to your state department of education for information about state-allowed accommodations. Refer to the NAR for additional information on testing these students.

(ss) Any student approved in SSD Online for extended time for writing, listening, or speaking only (on other College Board tests) does not receive extended time on the PSAT 10. These students will test in the standard room with standard time unless they have other accommodations that can't be provided in the standard room.



Test Coordinator's Checklist

Use this checklist to make sure you've accomplished all the tasks covered in Part 1 of this manual. It shows you where to find more information in this manual or online.

These are suggested timelines. You can complete many of these tasks sooner than the recommended date.

3-4 W	EEKS BEFORE THE TEST DATE	
	Activity	Where to Learn More
	Complete the online test coordinator training. (We'll email you instructions for accessing it.)	professionaltraining.collegeboard.org
	Work with your technology coordinator to confirm network and hardware configuration including the installation of <i>SecureTestBrowser</i> , (if your students are using Chromebooks and iPads) or the <i>CB Secure Browser</i> (if using Windows, Mac, or Linux operating systems).	digitaltesting.collegeboard.org/ digital-preparedness
	Work with your SSD coordinator and technology coordinator to ensure that test devices are configured for students using assistive technology (AT).	cb.org/testsettings
	If using the College Board's or a locally developed notice/consent form, distribute with copies of the <i>PSAT 10 Student Guide for Digital Testing</i> if not done previously. Students should take these home to discuss with their parents or guardians and then return signed consent forms before the preadministration session.	Inform Students About the PSAT 10 on page 29
	Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing on page 11
	Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL time and one-half extended time support, are included. Review student test settings in TIDE to ensure that approved accommodations have been properly configured.	Accessing the NAR to Determine Room Needs for Accommodated Students on page 11 SSD Online: collegeboard.org/ssd-online
	Work with appropriate staff to identify students, if any, who will need support staff such as readers, scribes, or sign language interpreters and recruit staff to fill these positions.	Plan Your Staff on page 13
	Designate a secure area for receiving, checking, and storing your test materials.	Prepare Your Materials on page 31
	Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility can be used for testing.	Seating Requirements on page 12
	Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments. Include any needed support staff for accommodated testing.	Staff Roles and Responsibilities on page 3
	Create user accounts in TIDE for all test administration support staff.	Add Users on page 22
	Create room rosters by assigning students to testing rooms.	Build Your Room Rosters on page 14
	Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day.	Plan for Test Day Impacts to Rooms and Students on page 17
	Reschedule lunch for all participating students, if necessary.	Plan for Test Day Impacts to Rooms and Students on page 17
	Plan activities for students who won't be testing, such as field trips, practice testing, an alternative school schedule, etc.	Plan for Test Day Impacts to Rooms and Students on page 17
	Notify your school population of modifications to the normal school day.	Plan for Test Day Impacts to Rooms and Students on page 17
	Plan your preadministration session.	Help Staff Conduct the Preadministration Session on page 33

	Activity	Where to Learn More
	Schedule and conduct staff training.	Plan Training Sessions on page 15
	Print test tickets for all students prior to the preadministration session.	Print Test Tickets on page 22
	Confirm consent.	Prepare Your Preadministration Session on page 32
	Conduct your preadministration session.	Conduct the Preadministration Session on page 42
	Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 14
	Plan test day schedule and accommodated testing window schedule.	Prepare to Test with Accommodations on page 23
	Notify school staff of testing room assignments.	Share Role and Room Assignments on page 18
	Configure student test settings in TIDE to account for any accommodations.	Manage Accommodated Student Settings on page 24
1 WEE	K BEFORE THE TEST DATE	
	Activity	Where to Learn More
	Make sure you have accounted for all students testing with accommodations and EL supports.	SSD Online: collegeboard.org/ssd-online
	Revise standard and accommodated room rosters if needed.	Build Your Room Rosters on page 14
	Finalize and confirm accommodated student test settings in TIDE.	Manage Accommodated Student Settings on page 24
	Identify students who need EL supports and print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 23
	If students are providing their own dictionaries, collect them and confirm they don't include any improper writing or pages. You'll redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 23
	Notify students of when and where to report on test day and how to prepare their devices (if they take devices home). Post testing room	Inform Students About the PSAT 10 on page 29
	assignments.	and Plan Student Check-In on page 16
	Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 17
	Conduct your preadministration session, if you haven't already.	Conduct the Preadministration Session on page 42
	Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Role and Room Assignments on page 18
	Hold a brief assembly with students who are testing to prepare them for test day.	Inform Students About the PSAT 10 on page 29
	Print test tickets for any students that you haven't already.	Print Test Tickets on page 22
	Review facility preparation with technology coordinator and custodial staff.	Plan for Test Day Impacts to Rooms and Students on page 17
	Before test day, call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 40

	Activity	Where to Learn More
	Direct any late-assigned proctors to the Proctor Practice.	digitaltesting.collegeboard.org/test-day- planning/proctor-practice
	Prepare testing room packets for proctors, including manuals, roster, IR, and test tickets for all students.	Prepare Your Materials on page 31
	Confirm that student test-taking devices are configured to access College Board tests through <i>SecureTestBrowser</i> or <i>CB Secure Browser</i> .	Testing Devices on page 21
	Make sure all test-taking devices and proctor devices are configured for testing and charged or connected to a power source.	Digital Testing Preparation in TIDE on page 22
	Ensure that testing room arrangements align with seating policies.	Seating Requirements on page 12
	Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 18
ON TES	ST DAY	
	Activity	Where to Learn More
	Make sure that all announcements and bells are discontinued for the duration of testing.	Plan for Test Day Impacts to Rooms and Students on page 17
	Complete your testing room packets for proctors.	Prepare Your Materials on page 31
	Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 35
	Open the secure browser on student devices.	Testing Devices on page 21
	Distribute testing room packets to proctors. Remind staff to instruct students to power off personal electronic devices and then collect them according to school policy.	Prohibited Devices Policies on page 19 and Assemble Testing Room Packets on page 31
	Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters as students check in.	Admit Students to the Testing Area on page 35
	Maintain security in your school and support testing staff while testing is in progress.	Maintain Security in the Testing Room on page 53
	Report test administration irregularities (if any).	Handle Escalations on page 36
AFTFR	TESTING IS COMPLETED	
711 1 111		
	Activity	Where to Learn More
	Collect materials from proctors.	Collect Materials from Proctors on page 38
	Prepare materials for return.	Return Materials on page 40
	Make copies of key forms and store securely.	Return Materials on page 40
	Return test materials.	Ship Materials on page 40
	Identify students for makeup testing.	Plan for Makeup Testing on page 16



Before Test Day Tasks and Information

Start planning for the test administration **no less than** 3–4 weeks before test day.

Prepare Yourself

TASKS

- Read this entire manual.
- Complete the online test coordinator training if you haven't already.
- Sign the Testing Staff Agreement.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations.
- Configure student test settings in TIDE.
- Distribute manuals to proctors for their review.
- Begin to complete the tasks in the Test Coordinator's Checklist on page 8.

Build Your Master Student List for Testing

Identifying your students who are testing is an important first step in preparing for test day. Create this list of test takers to determine how many testing rooms and staff you'll need for administering the test. Use your Master Student List to create room rosters to distribute to each proctor showing the students who will test in their room. Also use the room rosters to inform students of when and where they'll test.

To create your Master Student List, choose any tabular format (e.g., spreadsheet) you can easily copy information into from your source list(s). Note you'll likely need to divide the list up into room rosters and print all or parts of it for tracking purposes. Keep all copies secure and accessible only to staff who need them.

For further details, see Creating and Managing Rosters Using TIDE on page 127 in the Appendix.

TASKS

Compile a List of Students

You'll need to determine the total number of test takers—including students who don't regularly attend your school, if applicable—before you plan your test rooms and staffing. (See your state's eligibility guidelines for testing.) You'll also need to know which students have been approved in SSD Online for which accommodations or who will test with EL supports.

Create a Master Student List of all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 106 with suggested headings.

- Pull the list of eligible students from your school's student information system or work with your district assessment coordinator to get the list. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.
- If a student doesn't regularly attend your school, they may not able to be added to TIDE or test digitally.
- Ask your SSD coordinator to print a copy of the NAR and make sure you've accounted for students testing with accommodations or supports in your Master Student List.
- 4. Make sure your Master Student List notes the support type and languages for any students testing with EL supports.

You will now have a consolidated Master Student List to add room and staffing information to. Check your list against the Sample Master Student List on page 106 to confirm your list has all the information you'll need for planning rooms and staff.

KEY INFORMATION

Accessing the NAR to Determine Room Needs for Accommodated Students

The NAR for the PSAT 10 includes the names and SSD numbers of all students testing with accommodations and English learners testing with time and one-half. The SSD coordinator can access the NAR in SSD Online approximately 4 weeks before test day to help you organize testing for accommodated students.

Some students may require different accommodations for digital testing than for paper-based tests. For example, some students who are approved for large print for paper-based tests may be accommodated through the use of zoom text for digital tests, while a student who is approved for colored overlay may require the color contrast feature for digital testing. Please review the tables of testing tools and digital alternatives to accommodations provided in the Appendix. Work with your SSD coordinator and technology coordinator to confirm that any required system configurations are enabled correctly for students who need them.

As additional accommodations are approved, update the appropriate test settings in TIDE, and place any test material orders as needed. If you submit late requests for accommodations or supports requiring paper testing materials after the deadline, you will need to call PSAT 10



Support to confirm that any required materials can arrive in time for testing. Please note that all manuals, guides, and translated test directions will also be available online at digitaltesting.collegeboard.org/resources.

Plan Your Space

TASKS

Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 31 for more information.

Evaluate Rooms for Testing

- Work with the administration to identify which rooms will be used for testing.
- Make a list of available rooms at your school and how many students each room can hold, based on the seating and room requirements given in Key Information later in this section.
- If you're using 1 or more off-site testing locations, identify the number of rooms needed and confirm they meet the facility and seating requirements given in Key Information.

Identify the Number of Rooms You Need for Testing

- Use the Master Student List to determine the number of standard and accommodated testing rooms needed.
- Also refer to the NAR as you determine how many accommodated testing rooms you'll need. The NAR will indicate the approved accommodation(s) for each student. It also will include EL students testing with time and one-half. This information will help you determine the number and types of accommodated rooms required.
- If possible, plan to test any students who didn't participate in the preadministration session in a separate room from those who did.

KEY INFORMATION

Facility Requirements

To prepare for test day, you will need:

- School-provided testing devices for all students and devices for proctors. (See Testing Devices on page 21 for more information.)
- A place to securely receive and store testing materials.
- An area where students can assemble before testing.
- Rooms for testing standard and accommodated students.
- A late-arrivals room for students who arrive late but still in time to be tested.

Testing Room Requirements

To promote an effective and secure administration, testing rooms must fulfill these requirements:

- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
 - A working clock, visible to all students.
 - Proper lighting.
 - Proper ventilation.
 - Internet access, wired or wireless.
 - Access to power supply for all devices.
 - Proper seating that follows the seating requirements given in this section.
 - No materials related to test content on display (these can be removed or covered).

Room Selection Tips and Recommendations

- Rooms should be located in the same section of the school for students testing at the same time. When rooms are close together, each hall monitor can cover up to 5 rooms.
- We recommend that you avoid using science rooms or rooms with specialized equipment, unless they're required for accommodated testing. These rooms may be uncomfortable for students or may not have adequate desk space.

IMPORTANT: If your school is staggering start times for testing, assign rooms for separate overlapping testing groups in different areas of the school building to limit contact between students.

Seating Requirements

Digital testing room seating requirements differ from those for College Board paper-based testing. Observe the following requirements:

- Partitions and/or dividers between students are highly recommended.
- Students must be seated no less than 3 feet apart side-to-side and 5 feet back-to-back/front-to-back (measured from the center of one computer to the center of the next computer).
- Face-to-face seating configurations are only allowed with the use of partitions.
- U-shaped seating configurations are allowed; however, students must face outward and toward the wall and must not be seated next to one another in the connecting corner.
- Testing stations should be configured to prevent students from viewing one another's computer screens.

Part 1

- Ensure unimpeded access to every student by staff.
- Provide enough desk space for the testing device, plus the use of scratch paper and a calculator.
- If laptops are used, they must be placed on tables or desks.

IMPORTANT: Students may not select their own seats.

See Digital Testing Room Seating Arrangements on page 125 for visual examples of these requirements.

Additional Requirements for Accommodated Testing

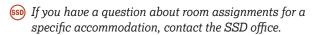
Use the information on your NAR to determine which students may test together.

- Students with the same type of timing may be seated together. EL students receiving time and one-half can be seated with other students who are receiving time and one-half as long as they use the same testing schedule (e.g., same breaks).
- Students who require different timing or breaks must be tested in separate rooms. Use of more than one test room is required if a student's accommodations would disturb other students or if the student is approved for one-to-one testing.
- Students approved for a reader or scribe must test in a one-to-one setting.
- Students testing with paper test materials should be seated in rooms separate from digital testing.

Please note that some accommodations may be provided in a standard testing room. These include:

- Preferential seating
- Wheelchair access
- Permission for food, drink, or medication
- Use of a magnification device
- Use of a sign language interpreter for oral instructions

If a student is approved in SSD Online for one of these as a College Board–approved accommodation, and is not approved for another accommodation that would require a separate setting, assign the student to a standard testing room.



Plan Your Staff

The number of each staff position you need depends on the number of students testing and whether that number includes students testing with accommodations that require separate rooms.

TASKS

Identify Staff for Testing

Make a list of available staff and their roles. Be sure to include any additional support staff needed for accommodated testing.

- Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved in SSD Online for accommodations, SAAs, or EL time and one-half support, work with your SSD coordinator to ensure you have proper staffing to meet students' needs.
- If your school is using multiple overlapping testing groups, you'll need additional testing staff to support each group. Consider assigning proctors to help with other duties when they are finished testing their own groups.

Assign Staff to Testing Rooms

Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors.

KEY INFORMATION

Staff Policies

To qualify for the test administration team, individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level of integrity and maturity expected of a member of the school staff. They should reflect the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner.

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest, which may result in score invalidation:

- Are employed part or full time at a test preparation company.
- Participate in any coaching activity that addresses the content of secure College Board tests. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
- Have taken any College Board test within 180 days of test day.



When making staff assignments, adhere to these policies:

- If a staff member has a child or member of their household taking the PSAT 10 at any test site during the same testing period, they must not take a role that gives them access to test content before test day. At a minimum, this includes the roles of test coordinator, SSD coordinator, and backup test coordinator. When this policy is not followed, the related student's scores are subject to invalidation.
- Never assign a proctor or other support staff to administer the test to a member of their family. If a staff member administers the test to their child or a member of their household, the scores will be invalidated.

A test coordinator or a proctor must be present in each room to read aloud the instructions from this manual. In large testing rooms, if students might have difficulty hearing instructions, you may use a microphone or public address system. Do not use a public address system to administer the test in more than 1 room simultaneously. Monitors don't administer the test but may perform other duties.

Before accepting assignment to the testing staff, all individuals that you recruit, including any backup coordinator, must review, agree to, and sign the Testing Staff Agreement. You're also required to sign the form as test coordinator.

Supplementing Testing Staff

If you need to supplement your school staff with additional personnel, follow the same guidelines defined by your school or district for serving on the school staff.

Proctors Needed

Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires 1 proctor. A human reader or scribe can serve as proctor in their room because they are testing just 1 student in a one-to-one setting.

Room Monitors Needed

Depending on the number of students in the testing room, you may also need room monitors.

FOR EACH STANDARD TESTING ROOM

Number of Students	Number of Room Monitors Needed
1–25	0
26–50	1
51–75	2
76 or more	3+ (1 monitor for each additional 25 students)
	additional 23 students)

Additional staff may be needed for students testing with accommodations. Work with your SSD coordinator to determine how many additional monitors will be needed for these students.

Hall Monitors Needed

You will always need at least 1 hall monitor to supervise students during breaks. Depending on the number of testing rooms, you may need more.

NUMBER OF HALL MONITORS NEEDED

Number of Hall Monitors Needed	
1	
2	
3	
4	
5+ (1 monitor for each additional 5 rooms)	

Build Your Room Rosters

Once you have your room assignments for staff, create a roster for each testing room that each proctor can use to record attendance on test day. Rosters can be created either in TIDE or by using your preferred method. See Creating and Managing Rosters Using TIDE on page 127 in the Appendix. Proctors testing accommodated students will also use the room roster to plan for using the appropriate script(s) on test day and to make other preparations for administering accommodations in their room.

TASKS

Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students into standard and accommodated test takers.
- Next, separate your list of students testing with accommodations or supports into testing rooms based on their accommodations listed on your NAR. Remember that students testing in the same room must have the same testing schedule. Some students with accommodations may also test in a standard testing room. For general guidelines, see Additional Requirements for Accommodated Testing on page 13.



Create Individual Room Rosters

Build the room rosters of students testing in a given testing room to distribute to proctors.

Divide your Master Student List into individual room rosters for students testing in standard and accommodated testing rooms, using the NAR to guide you.

Optionally, rosters can be created and managed in TIDE, by assigning students to proctors and/or to rooms based on accommodations. Students must be loaded in TIDE and proctor accounts must be created before rosters can be assigned. After creating rosters in TIDE, test tickets can be easily printed by roster grouping. Print the roster and test tickets after finalizing room assignments for preadministration sessions and/or test day.

In addition to individual room rosters for accommodated testing rooms, provide a copy of the relevant pages of the NAR to each proctor for their room. The proctor will need to record which accommodations each student tested with next to the student's name on the NAR.

Update and Finalize Your Room Rosters

As test day approaches, continue to update your Master Student List and room rosters to account for additional students who may be eligible for testing. Work with your SSD coordinator to identify additional students recently approved in SSD Online for accommodations or supports (e.g., students who recently transferred to your school).

Build Your Plan for Testing

There are a number of activities you must complete leading up to test day.

TASKS

Plan for Preadministration

The preadministration session is designed to allow students to take advantage of PSAT 10 benefits, including Student Search Service®, and to prepare for testing by preselecting their demographic information in advance of test day. The preadministration session also allows students and staff to access the digital testing environments (the secure browser and TA Interface) before testing.

Students can go to **studentsearch.collegeboard.org** to complete the questionnaire online. Students who complete the optional questionnaire online will not need to complete it during the preadministration session.

We recommend that you conduct the session in rooms that will be used for testing and during a time of day that will reflect test day conditions on your school's network. The preadministration session will ensure your devices and network have been properly configured and are ready for test day.

- Plan to distribute copies of the PSAT 10 Student Guide for Digital Testing and information for parents in advance of the preadministration session. Let students know that before the session they should read the PSAT 10 Student Guide for Digital Testing and should talk to their parents about participating in Student Search Service. The student guide provides a link to College Board's privacy policies, which explain how student data, including mobile phone numbers, are used.
- If students are absent for your preadministration session, plan a session with them at some other time before test day.
- Part 2 of this manual includes detailed instructions and scripts for conducting the session. Also see
 Prepare Your Preadministration Session on page 32 for detailed instructions on planning the session.

Plan Training Sessions

You'll receive a link to access training approximately 6 weeks before test day. Training is required for test coordinators every year. Other test day staff must either take the online training or be trained by the test coordinator. You can share the link in the email with other test day staff, such as SSD coordinators and proctors. Make sure any off-site test coordinators and proctors are also given training. You can determine the best way to train other test day staff.

See Train Your Staff on page 18 for a list of topics your staff should review prior to testing.

Plan Your Test Day Schedule

- Select a start time that allows for the full time for testing within a typical school-day morning. Begin testing early enough to complete testing before lunchtime. You may not break for lunch and then resume standard testing. Testing at any other time of day is not permitted unless otherwise authorized by College Board.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.
- If your school is testing groups of students at different times, all testing must start before the first group to test completes testing. Each group must have completed all testing before they are dismissed.
- Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments. (For example, if administering both SAT School Day and PSAT 10, the group of SAT School Day testers could begin first, with PSAT 10 testers starting at a later time.)



Plan Accommodated Testing Window Schedule

- All students on the NAR are eligible to test in the accommodated window.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing on the primary test date.
- For students who require 2-day testing, schedule the second day of accommodated testing on the next consecutive school day.
- Be sure to allow for rooms needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.

Plan Student Check-In

Depending on your needs, plan for either a central checkin or a room check-in. See Admit Students to the Testing Area on page 35 for more information. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

Provide advance guidance to students. Post notices in prominent places stating when students should arrive, where they should meet for room assignments, and what they'll need to bring on test day. Plan for staff to meet them at a predetermined location on test day and direct them to their assigned rooms.

Post Testing Room Assignments

Several days before the test, prominently post room assignments to minimize confusion on test day.

When you post room assignments, include names and room numbers only. Take care not to post any student's personally identifiable information such as date of birth. address, accommodations, or supports.



(SSD) Be sure to post room assignments in a way that doesn't call attention to students testing in accommodated rooms.

Plan for Breaks

Students may have snacks and drinks in supervised designated areas during scheduled breaks in testing. Before test day, designate 1 or more areas near the testing rooms to use for this purpose. In general, you should avoid allowing snacks in the testing room unless local health and safety guidelines require it. In particular, food and drinks should never be allowed near testing devices unless a student has an approved accommodation.

Your staff may need breaks. While testing is in progress, testing rooms cannot be left unattended. Plan a schedule of break times with your staff before test day, and work out how you will rotate to allow each staff member at least 1 break. Staff in extended time rooms may require 2 breaks.

Plan for Makeup Testing

Be sure you're aware of the makeup date for your school in the event you need to administer makeup testing. Makeup testing requires that you follow all of the same policies as those for the primary testing day. If students requiring a makeup test participated in the preadministration session or the primary test day, securely store their test tickets until you hold the makeup testing.

All of the following tasks apply to planning for makeup testing:

- Compile the list of students who were absent or experienced an irregularity and who require a makeup test.
- Identify the number of rooms needed.
- Set aside testing devices and a packet of materials, including manuals and IR forms for the makeup rooms.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test Tasks and Information on page 38.

IMPORTANT: You should also make arrangements to administer the questionnaire to makeup testers. Students who have previously completed the optional questionnaire in the primary testing window should complete the questionnaire again on the makeup day.

Plan for Off-Site Testing

Most schools participating in PSAT 10 administrations will use their school as the test location. However, some schools, due to space restrictions, may need to plan for 1 or more off-site testing locations. The school (AI) code is common across all of your school's testing locations.

- Assign an off-site test coordinator for each off-site location and off-site proctors as needed.
- Create a user account for the off-site test coordinator and each off-site proctor in TIDE.
- Confirm that each off-site location meets all requirements for digital testing room and device setup. Off-site locations must have internet connectivity, devices for proctors, configured devices for students, and access to a power source. See the Step-by-Step Guide at digitaltesting.collegeboard.org/digital-preparedness.
- Make sure off-site test coordinators and proctors are provided with training.
- Plan for secure transport of materials to off-site locations.
- Each location's test coordinator is responsible for ensuring that the off-site test location meets the requirements for test materials security, room configuration, seating (round tables are prohibited for testing), and test day staffing as described in this manual.

KEY INFORMATION

Timing for the PSAT 10

This chart can help you plan your test schedule. It includes the total testing time without the preadministration (45 minutes), reading of the script (15 minutes), buffer time (up to 5 minutes per test section), and dismissal (5 minutes or more).

TIMING FOR THE PSAT 10		
	Total Testing Time Including Breaks	Total Testing Time Not Including Breaks
Standard Time	2 hours, 55 minutes	2 hours, 45 minutes
Standard Time with Extra Breaks	3 hours, 10 minutes	2 hours, 45 minutes
Double Time Testing, Day 1	3 hours, 20 minutes	3 hours, 10 minutes
Double Time Testing, Day 2	2 hours, 30 minutes	2 hours, 20 minutes

4 hours, 34 minutes

4 hours, 15 minutes

3 hours, 41 minutes

Manage Test Day Impacts

Administering the PSAT 10 will affect how your school normally operates. Plan ahead to ensure the day will go smoothly for those who are testing and those who aren't.

TASKS

Time and One-Half

Math Only Double Time

Math Only Time and One-Half

Prepare to Collect Student Belongings

College Board requires testing staff to collect mobile phones, wearable technology (e.g., smartwatches or fitness trackers), and other prohibited electronic devices before administering the PSAT 10 if permitted under school policy. Plan ahead for collecting electronic devices and backpacks as students enter the testing room. For more information, see Maintain Security on page 18 and Collect Students' Personal Belongings on page 51.

Plan for Test Day Impacts to Rooms and Students

- Arrange for bells and announcements to be silenced on test day.
- Be sure to schedule lunch for students after testing concludes.
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.
- For test day, the school may need to adjust or relocate classes, and/or schedule study halls, field trips, practice testing, or other activities for students not testing.
- Create a list of test day room/activity assignments for nontesting students. A few days before test day, share the list with staff, post it in offices, and create individual room signs for display in all affected classrooms.

Establish a Signaling System

Setting up a signaling system can help ensure a smooth test day. This might mean having a central extension for staff to call or a visual signal to indicate that assistance is needed in a particular room. Staff will have a greater level of comfort if they know how to reach you quickly when they need to.

4 hours, 9 minutes

3 hours, 55 minutes

3 hours, 21 minutes

Minimize Distractions

Only test takers, testing staff, authorized observers, and SSD support staff (e.g., sign language interpreters) are allowed in the testing area on test day. Parents and guardians may need to be reminded of this policy.

Displaying signs or posters stating this policy can help minimize disruptions. When you train your staff, be sure to emphasize that this policy is both for security reasons and to protect students from disruptions on test day.

Establish clear rules for conduct during breaks to help control noise and similar distractions. Staff should remind students not to access or use a phone or any other electronic device, not to access any books or notes, not to talk in the hallways, not to leave the building, and not to go to their lockers. The week before the test, instruct school staff to remind students of the importance of not disrupting testing.

IMPORTANT: Inform the school population that during the test administration, the use of school facilities will be restricted and unauthorized people must stay away from the testing area and keep noise to a minimum.



Train Your Staff

Part 2 of this manual gives instructions for the proctor to administer the test, including the scripts to be read to students and instructions for monitoring breaks. Share copies of the manual for review ahead of time. All testing staff should be familiar with these instructions.

TASKS

Hold Training Sessions

About 6 weeks before test day, you'll receive an email with online training information.

About 2 weeks before the test, schedule and conduct a training session with your staff to review procedures, forms, and timing; to announce staff assignments; to distribute manuals; and to answer questions. At this session, you may want to give your staff access to the online training modules and the self-paced proctor practice provided at digitaltesting.collegeboard.org/test-day-planning/proctor-practice.

If you haven't already done so, have prospective staff read and sign the Testing Staff Agreement.

Be sure to review the following:

- Using the TA Interface and secure browser
- Maintaining security in the testing room
- Procedures for collecting student belongings (if school policy permits)
- Seating policies
- Calculator, mobile phone, and other electronic devices policies
- General responsibilities of each position
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day
- Administering applicable accommodations

Additional Resources

In addition to this manual and the *Digital Testing Room Quick Start Guide*, you may find additional guides for the Cambium Assessment, Inc.TM (CAI) Test Delivery System at digitaltesting.collegeboard.org/resources.

This includes:

- Test Information Distribution Engine (TIDE) User Guide
- Test Administrator (TA) User Guide
- Technology and secure browser configuration guides, provided by operating system
- Quick Guide for Setting Up Your Digital Testing Technology
- Digital Test Preview Guide
- Operating System Support Plan

Share Role and Room Assignments

Share the testing room assignments with proctors and monitors. Distribute the manuals and inform staff that they're responsible for reviewing their copy of the manual and bringing it on test day. Staff members should know:

- Whether they're assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room
- What script(s) they'll be using, including any movement between scripts that needs to take place on test day (e.g., for math-only extended time), and approximate timing of the test
- Where and when to report on test day
- General setup of rooms
- Contents of the testing room packet they'll receive on test day
- Who the backup test coordinator is, in case of your absence
- How to sign in to the TA Interface and if they need to bring their assigned device

Maintain Security

Because electronic devices, including smartwatches and mobile phones, can be used to record test questions and answers or to bring answer keys into the testing room, College Board strictly prohibits such devices.

Phone access is not allowed in the testing site (unless approved for use as an accommodation). Consequences for possessing prohibited devices include dismissal, score invalidation, and collection of the electronic device for investigation. Students who possess prohibited devices during the test, including breaks, may be barred from future College Board assessments. Refer to the Irregularity Chart on page 116 for direction on how to address students caught using prohibited devices and aids. An IR must be completed for all incidents.

TASKS

Inform Staff of Policies

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.
- Review instructions under Collect Students' Personal Belongings on page 51 to plan ahead for collecting or storing electronic devices (depending on school policy) as students enter the testing room. Instruct students to disable any alarms and power off electronic devices.

Part 1

- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities unrelated to testing, such as using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.
- Make sure students are monitored during scheduled and unscheduled breaks.
- Make sure students don't access calculators, phones, or prohibited aids during breaks.
- Some mobile phones can be disguised as calculators with the use of a plastic covering. Also, separate erasers and calculator covers can be used to conceal aids and notes.
 - Don't leave test materials or test devices unattended by testing staff under any circumstances.
 - Make sure test materials aren't removed from the room.
 - Don't allow any student to eat or drink during testing unless they have an approved accommodation.
- Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to PSAT 10 Support. See the Irregularity Chart on page 116 for more information.

KEY INFORMATION

Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff.

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.
- Devices must be completely powered off before collection. A phone or other prohibited device that makes noise is grounds for score invalidation. Some alarms are set to sound even when the device is turned off.
- Before testing begins, students have 1 more chance to turn off and turn in their phones and other electronic devices if they haven't already.
- Once the warning script has been read, if a prohibited device is seen in a student's possession, regardless of whether it's making noise, the test coordinator should collect the device, inspect the device for test-related content, and dismiss the student. (Refer to the Irregularity Chart for more information.)
- If a student's phone makes noise or creates a disturbance while in the proctor's possession or

- stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student that additional disturbances will result in dismissal.
- Full direction on how to address students caught using prohibited devices and aids appears in the Irregularity Chart under Security Violations/Student Misconduct on page 117. Contact PSAT 10 Support immediately for further instructions if a device has been collected and test content is detected on the device.

Prohibited Devices and Aids

Students may not have the following in the test area or break area, except in the case of approved accommodations for particular testing aids:

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Books, notes, or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, excluding the scratch paper provided during testing
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord

Device Collection Procedures

Students must power off and turn in all phones, wearable technology (e.g., smartwatches or fitness trackers), and other electronic devices before beginning to test. It's important for students to feel confident that their devices are safe and will be returned to them promptly at the end of testing. Depending on your school policy, you must follow 1 of these 2 options for adhering to College Board policy requiring collection of devices:

- Option 1 Collect devices and put them in individual bags. (Follow this option if school policy permits.)
- Option 2 Keep devices in students' bags and collect bags.

IMPORTANT: If your school has different testing groups starting at different times, mobile phones may be returned to students completing testing only after the last group of students has begun testing.

For more details and suggested collection procedures, see Collect Students' Personal Belongings on page 51.



Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. Follow your school or state's policies regarding EpiPens.

Other medical devices, such as devices used for testing blood sugar, require an accommodation. In some cases, a student may be approved in SSD Online to have a mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a mobile phone; they must also be approved for use of a mobile phone. For more information, see Use of Medical Devices on page 52.

Students with Service Animals

Students are encouraged to request accommodations for both service animals, such as guide dogs, and emotional support animals. Service animals may be permitted without an accommodation so long as it is requested due to a disability and the student can explain what service the animal was trained to provide. Emotional support animals (animals not trained to provide a service) require an approved accommodation. Contact the SSD Office for further information.

Test Monitoring Responsibilities

Staff should administer all sections of the test in sequence and be ready to answer questions and help students feel confident about procedures. Remind staff not to answer questions about test content.

Staff must monitor students at all times during the administration and breaks. They should walk around the room during the test to make sure each student is working alone and not experiencing any technical issues. No one involved in the test administration should read, grade papers, or engage in any activity unrelated to the test administration.

Staff should allow only 1 student at a time to take an unscheduled break, and remind the student that no extra time will be allowed for the break (unless the student has been approved in SSD Online for breaks as needed). As the student leaves the room, staff should make sure the student has navigated to an unanswered question.

Seating Policies

Have proctors follow these procedures:

- Develop a seating plan ahead of time that follows the seating guidelines. (See Seating Requirements on page 12 and Digital Testing Room Seating Arrangements on page 125.)
- Assign seats at random or by prearrangement with the test coordinator. Seating should not be arranged in any predictable order. Never allow students to select their own seats.
- Use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Test coordinators should keep all seating charts for at least 6 months.

Calculator Policies and Guidelines

Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is approved by College Board to use a basic 4-function calculator as an accommodation on the Math Test – No Calculator portion. Students may only have calculators on their desks when working on these questions. See Acceptable Calculators on page 105.

General policies are as follows:

- If students choose to, they may bring and use a calculator, especially one they're familiar with, on the Math Test – Calculator portion of the PSAT 10. A scientific or graphing calculator is recommended.
- There is an embedded graphing calculator in the secure browser for students to use on the Math Test
 Calculator.
- If your school provides calculators, you must ensure the devices are on the list of acceptable calculators in the Appendix, have working batteries, and are functional. Make sure students are familiar and comfortable with how to use any school provided calculators.
- Students may also bring acceptable backup calculators. If they want to use a separate calculator, they can; but if it fails, they can always use the embedded one.
- Students may not share calculators.
- All calculator covers should remain stored under student desks during testing.



Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of calculators.

- Only handheld equipment that doesn't require an external power source can be used for testing.
- All scientific calculators and most graphing calculators are acceptable. See Acceptable
 Calculators on page 105. All 4-function calculators are permitted on the Math Test – Calculator, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

Students approved to use a calculator on the Math Test – No Calculator questions must use a basic 4-function calculator. (Percentage and square root functions are allowed.) Confirm that the calculators aren't more advanced models (scientific or graphing calculators).

Handheld Calculator Malfunction

Students who are using a handheld calculator should raise their hand if their calculators malfunction during the test. Tell them to switch to using the embedded calculator tool. If students have a backup calculator they would prefer to use, confirm that the calculator is acceptable for use. See Acceptable Calculators on page 105.

Students without backup equipment may continue testing with the embedded calculator. All questions can be answered without a calculator.

Testing Devices

All devices supporting the digital test administration must meet College Board's minimum system requirements (hardware/software) for testing as detailed in the Step-by-Step Guide at digitaltesting.collegeboard.org/digital-preparedness. All devices used for the administration must be able to connect to the internet via wired or wireless networks in order to launch the TA Interface and SecureTestBrowser or CB Secure Browser. All permitted test-taking devices must meet the minimum system requirements.

Test Coordinator Device: Each test coordinator will need a dedicated device to set up and monitor the test administration. Access all digital testing environments at digitaltesting.collegeboard.org.

Proctor Device: Each digital testing room must have a dedicated device with access to the TA Interface. The proctor will use the device to open a test session, approve students to test, and monitor the test session.

Student Test-Taking Device: Each student must have an assigned test-taking device with the appropriate version of the secure browser from CAI installed. Devices using Chrome OS or iPadOS must have *SecureTestBrowser*. Devices operating on Windows, Mac, or Linux operating systems must have the *CB Secure Browser*. All student devices must be school owned.

If your school uses *SecureTestBrowser* to deliver other tests (e.g., end-of-course or other state assessments), the application must be configured for College Board tests. Before starting the test or the preadministration session, students must use the 4-square menu icon to access the secure browser launchpad then select College Board (PSAT 8/9, PSAT 10, SAT) from the Please Select Your Organization or State drop-down. College Board (PSAT 8/9, PSAT 10, SAT) automatically populates in the Choose Your Assessment Program drop-down.

Devices may not be shared among students. You should plan to have additional devices available for use as backup in case of equipment failure during testing (e.g., dead battery, broken hardware, etc.). Students aren't allowed to use any test-taking device other than those provided by the school.

College Board strongly recommends that all test-taking devices have access or be connected to a power source for the duration of testing. If this is not possible, all test-taking devices must be able to hold a charge for a minimum of 5 hours. Students should be allowed to move closer to a power source to maintain a charge. If students must change seats within the room to connect to a power source, note the new location on the seating chart.

Students with accommodations requiring the use of an approved AT device should pretest the device with the secure browser application in Student Digital Test Preview mode prior to test day to ensure operational functionality. Please see Prepare to Administer Accommodations on page 48.

There is always a risk of disruption during paper or digital testing, including computer issues. College Board has put procedures in place to allow administrators and students to recover from disruptions and complete testing. Despite such efforts, there are situations where College Board's only option is to schedule a makeup test.



Digital Testing Preparation in TIDE

To prepare for digital testing, log in to TIDE which can be accessed through the College Board Digital Testing Portal at digitaltesting.collegeboard.org. The test coordinator or designee must complete the tasks outlined in this section before test day.

Add Users

Test coordinators must create user accounts in advance of test day to ensure test day staff have time to set up their accounts and practice managing a digital test using the TA Interface Practice Site. Follow these steps to create accounts:

- 1. Sign in to TIDE.
- 2. Under Preparing for Testing, select Users.
- 3. From the drop-down, select Add Users.
- Enter the user's email address, then select Add User. (Note: the user's email address will also be their account username.)
- 5. Enter the user's first and last name.
- 6. Select the user's role.
- 7. Click Save.

After accounts are created, all users will receive an email from CAI with a link to establish their user account.

Print Test Tickets

A test ticket contains information the student needs for signing in to the test (exclusive of the Session ID). Each student must have their own test ticket to access the test. On test day, proctors will distribute the tickets to the students assigned to their testing room.

TIDE generates the test tickets as a PDF for download. You can print the tickets from your student list or from the roster view if you created TIDE rosters. We recommend selecting the 1×1 layout option, so that each student's information is printed on a single page for easier distribution.

You should print test tickets before test day. Ensure that all materials are locked away in a secure area, such as a locked cabinet, closet, or vault, and check them carefully for tampering.

IMPORTANT: Don't print rosters and test tickets until all student and test day details have been finalized. If any changes are made, be sure to reprint any materials affected by the change.

Printing Test Tickets from Student List

- 1. Sign in to TIDE.
- 2. Under Administering Tests, open the Print Test Tickets drop-down.
- **3.** Select a print option (**Student List** or **Roster**) from the drop-down.
- Use the search/filter options to select the students to print.
- 5. Click Search.
- Click View Results.
- 7. Select the students from the list.
- 8. At the top of the list, select the Printer icon.
- 9. From the drop-down, select My Selected Test Tickets or All Test Tickets.
- **10.** A new window will appear. Select from the available layout options.
- 11. Click Print (a PDF will automatically download).
- **12.** Make sure the tickets clearly display the student names and registration numbers.
- 13. Open the PDF and print the tickets.

Proctor Clock in the TA Interface

The proctor's clock in the TA Interface displays the time allowed for the test section in accordance to the test session attribute selection (i.e., standard or extended time). Upon the start of the timed portion of the test, the clock will display a message as students start the test, then the clock will count down the time remaining in the section. Each individual test-taking device manages a student's time on the test section. When the allotted section time ends, the proctor's clock will change color and begin to count up to a maximum of 5 minutes to account for any variability in student start times. This 5-minute buffer time also allows any student who has experienced an interruption due to a technical issue to be allotted their lost time, up to 5 minutes.

The session will automatically end either when the testing time for all students expires, or when the 5-minute buffer is reached, whichever comes first. The TA Interface will alert you that the test session has ended; click **OK** and begin a new session for the next test section (click **Select Tests**).

IMPORTANT: Students must be given their full testing time per section. Don't stop the session early, even if all students appear to have completed testing.

Student Clock Tool

As part of the universal toolset, students have access to the clock tool in the secure browser that displays the time remaining in the test section. The student can choose to hide or unhide the clock throughout the test. At 5 minutes remaining, the clock will turn red and show a pop-up warning message. The student can't hide the clock once the 5-minute warning displays.

Proctors can monitor student test progress in the TA Interface, which will display the approximate time remaining for each student.

IMPORTANT: Unless there is a midsection break, proctors will not announce a warning for 5 minutes remaining in the section. The time displayed for each student may reflect different times based on the student's entry to the test section.

Although students have access to the clock tool, the proctor should note the approximate start and stop times on the board to aid students' time management during the test. See the timing charts in the Appendix on page 100.

Remind proctors that it is their responsibility to:

- Monitor student test progress and the timing of each test section.
- Record the Session ID and approximate start and stop times in the area provided in the scripts.
- Inform you immediately of any timing irregularities.
- Record irregularities and actions taken on the IR.
- Refrain from stopping a session early by clicking the Stop icon (except in case of an actual emergency); the TA Interface will automatically end the session when time expires.

Prepare to Test Students with English Learner Supports

College Board provides supports for English learners approved by their school to use them. The supports used for testing should align to the supports that students use for classroom tests. The available EL supports include time and one-half on the entire test, translated test directions, and permission to use an approved word-toword bilingual dictionary. (Students using the time and one-half EL support must be entered in SSD Online.) Scores are scholarship reportable. Students can use any of the supports alone or in combination with one another.

TASKS

Once you identify the students who require EL supports and the languages they need, you'll have to provide the supports and plan for time and one-half for those who need it. This support must be requested each academic year for students who need it.

Provide Translated Test Directions and Dictionaries

No preapproval or request is required to use translated test directions or word-to-word dictionaries.

- Print the translated test directions and review the list of approved dictionaries available at cb.org/ digitalel so you can obtain copies for test day. No translations or dictionaries will be shipped with the test materials.
- Students may supply their own dictionaries; however, you should confirm any dictionaries are on the approved list and plan to collect them for your review a few days before testing. This is an important precaution to minimize the chances of dictionaries being used to bring written notes or test aids into the testing room.
- Store translated test directions and/or dictionaries securely until you're ready to assemble testing room packets for proctors.

Prepare for Extended Time EL Support

Requests for EL students testing with time and one-half must be entered in SSD Online in advance of the deadline. These students will be listed on the NAR to facilitate planning. When determining room assignments, you can place these students with other students taking the test with time and one-half on the entire test as long as no other accommodations are being administered that would require different timings or breaks.

Prepare to Test with Accommodations

College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being invalidated. To help ensure students testing in your school receive reportable scores, provide testing accommodations only under one of the following conditions:

- The student is included in the school's SSD Online dashboard of students with approved accommodations.
- The student appears on the online NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student's eligibility with the College Board SSD office.
- The student has documented College Board approval for accommodations or has documented approval for a state-allowed accommodation in SSD Online.

If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you can modify their test settings in TIDE before testing can begin. If not, you'll need to contact the SSD office for next steps.



All students who take the digital PSAT 10, including those testing with accommodations, will test digitally using the secure browser. The proctor testing students with accommodations should use the scripts in this manual (see Proceed to the Appropriate Script on page 57).

Accommodated students who are absent on test day should test later in the accommodated testing window using the same testing materials. If you have accommodated students who experience an irregularity on test day that may warrant a makeup, contact the SSD office as soon as possible.

If your school has students who require AT (e.g., a screen reader or refreshable braille device), the student or school must provide and configure the necessary hardware and software. Students who require AT should be tested in a separate room. Students who may need an audio accommodation, such as having the test read aloud to them, can use the text-to-speech functionality embedded in the secure browser.

IMPORTANT: Student test settings must be enabled in TIDE prior to test day in order for the students to receive their accommodations.

Download the secure browser on devices that will be used for students testing with AT. Encourage students to try out their technology on their testing device using the Student Digital Test Preview through the secure browser to determine if a device works with the assessment.

IMPORTANT: Students testing with various assistive technologies should consult with their school or their Individualized Education Program (IEP) team to determine if any extended time is required.

TASKS FOR TEST COORDINATORS

Check Room Assignments for Accommodated Students

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations. See Build Your Room Rosters on page 14 for more information. Proctors testing in accommodated rooms should closely review Part 2 of this manual for additional details about administering the test with accommodations.

Manage Accommodated Student Settings

All student test settings, including all accessibility features (e.g., extended time, TTS, etc.) must be configured in TIDE before test day to ensure student access to the digital test. TIDE synchronizes with the secure browser and TA Interface to accurately reflect all student information across all testing applications.

Use the **Test Settings and Tools** drop-down to view and edit accessibility features and accommodations for students approved to test with an accommodation. Not all accommodations require setup in TIDE. Refer to Digital Testing Tools for Students with Accommodations on page 110 for more details.

Assign Any Support Staff for Accommodated Students

- Using the list supplied by your SSD coordinator, assign support staff, such as scribes or sign language interpreters (for directions only), to students approved in SSD Online for them. Follow the same guidelines as for other staff assignments (see Plan Your Staff on page 13).
- Don't assign a support staff member to a student who is their relative.
- Assign a single scribe to each student. (Scribes can't be shared.)
- Students assisted by a scribe must test in a one-toone setting.

Continue to Check for Approvals and Plan for Testing Needs

Work with the SSD coordinator to keep checking for late approvals and for newly enrolled students who need accommodations. The SSD coordinator will receive an email confirming late approvals or may check their SSD Online dashboard.

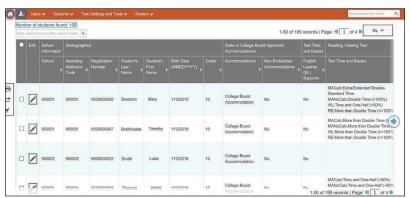
- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations. Contact the SSD office if you don't receive materials for all students approved for accommodations.
- If necessary, adjust staffing and rooms to allow for additional accommodated students.
- Contact the SSD office if any information is incorrect or if a student's name is missing from the SSD Online dashboard.

Test Settings in TIDE

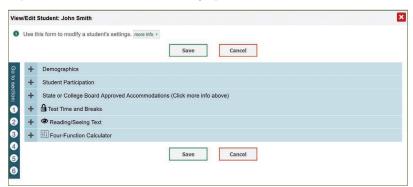
Test settings can be set or changed manually within an individual student's record in the TIDE platform.

To edit test settings within a student record:

- 1. Click the Students task menu, then click View/Edit/Export Students.
- 2. Enter search criteria into the fields provided to retrieve student records. Click Search.
- 3. To view and edit student test settings, click the icon next to the appropriate student's individual record.



4. On the **View/Edit Student** page, the student's test settings will be displayed in separate sections, as shown in the graphic below.



5. Expand the sections, and select the settings from the drop-down menus or use the switch to turn a setting on or off.



6. Click **Save** at the bottom of the page to update the student's settings.

IMPORTANT: All updates to student test settings must be completed prior to test day.



Time and Break Accommodations

Students who are approved for extended time, extra or extended breaks, or breaks as needed will have a clock in the secure browser that reflects their time accommodation.

- If a student is approved for extended time, select the appropriate time setting for each section. For example, a student who is approved for Double Time – Reading should be assigned "Double Time (+100%)" on all test sections.
- If a student is approved for only breaks (extra, extended, or as needed), set TIDE for "Extra/Extended Breaks – Standard Time". This setting will allow the proctor to pause the student's test as instructed in the script or as deemed appropriate for the student.

Test Settings with Special Dependencies and Requirements

The following test settings in this section have dependencies and/or additional requirements.

EL Support - Time and One-Half

For students approved to receive the EL support of time and one-half, the support must be indicated in TIDE. Select **English Learner (EL) Supports: Yes**. Any student with this setting must be given time and one-half (+50%) for all sections of the test, unless they are approved for more. Edit the timing for the student in the **Test Time and Breaks** section.



NOTE: For EL students who will be testing with translated test directions or bilingual dictionary only (without extended time), toggle **English Learner (EL) Supports** to **No**.

Text-to-Speech (TTS)

TTS rules defined:

The TTS (Read Text Only) accommodation provides a short description of each image. This enables the native speech synthesizer to read the text on the screen and the short image description. It's intended for students who don't require a detailed description of images, and requires time and one-half unless approved for more (e.g., students with reading disabilities who can see the images).



The TTS (Read Text and Graphics) accommodation renders an alternative long description for each image. In addition to reading the text on the screen, the native speech synthesizer reads the alternative long description of images. It's intended for students who require detailed image descriptions and requires double time unless approved for more (e.g., students who are blind or whose disabilities prevent them from clearly seeing images).



AT for Screen Readers and Refreshable Braille Devices

For students testing with a screen reader such as JAWS or NVDA, please refer to **cb.org/testsettings** for configuration requirements.

Students with visual impairments may use the AT format to access the test content with speech software, screen reader, or refreshable braille device. Alternative text descriptions are embedded in the assessment for all graphics. Students test with standard time, unless approved for an additional accommodation for extended time.



Raised Line Drawings

Students testing with the AT accommodation and using a screen reader and/or refreshable braille device can request raised line drawings (pre-embossed tactile graphics), formerly known as braille graphs and figures. These materials can be requested for the digital PSAT 10 by contacting College Board directly.

Visual Assistance for Color, Font Size, and Mouse Pointer

For students who have color and/or font size accommodations, also consider adjusting the mouse pointer according to the preferred color and size for greater visibility.



IMPORTANT: Students who receive a zoom level (font size) of 5 or greater will see the test in the streamlined mode. The setting will be enabled for the student automatically in the secure browser.

Non-Embedded Accommodations

For any accommodations that are not provided through the secure browser, including modified settings, preferential seating, small-group seating, one-to-one testing, or wheelchair accessibility, select **Yes** for **Non-Embedded Accommodations**.



NOTE: The use of translated test directions or word-to-word dictionaries should have Non-Embedded Accommodations set to No.

TASKS FOR SSD COORDINATORS

Work with the Test Coordinator

The SSD coordinator and the test coordinator must collaborate to ensure a smooth administration. The SSD coordinator will need to supply the test coordinator with:

A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. If any student eligible to test is approved for accommodations in SSD Online but doesn't appear on the NAR, the SSD coordinator should handwrite the student's name, SSD number, and accommodations at the bottom of the NAR.

- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List. This includes any students who will be using the time and one-half EL support.
- A list of needed support staff for accommodated students.
- Assistance with planning for rooms and materials.
- Assistance with planning for students testing with digital alternatives.



Request Accommodations and EL Supports

The SSD coordinator submits requests for accommodations and EL supports for your students. All accommodations for students with disabilities must be approved in advance of the test in SSD Online. Some requests will require documentation for College Board review. Requests that require documentation review may take approximately 7 weeks to process from the date we receive all documentation. EL supports should only be used by students who, at the time they test, meet the definition of "English learner" as defined by the state in which they test, or the U.S. federal guidelines, and who attend and test at a school in the U.S.

For EL students requiring time and one-half for the entire test, the SSD coordinator will work with the test coordinator to enter the request in SSD Online. Unlike College Board accommodations, the EL time and one-half support must be requested each year for students who need it. This is the only EL support that must be requested in SSD Online.

- Each school must have at least 1 designated SSD coordinator with access to SSD Online.
- For detailed instructions on how to access SSD Online, see collegeboard.org/ssdonline.
- If a student needs temporary assistance for an injury such as a broken arm, download and submit a Support for Students with Temporary Physical/ Medical Conditions form as soon as possible. The form is available online at accommodations. collegeboard.org/pdf/state-provided-temporaryconditions-form.pdf. Don't submit these requests in SSD Online.

Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students testing this year and confirm accommodations.
- Use the SSD Online dashboard to look up students.
- Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.
- Verify the following information for students with previously approved accommodations:
 - The accommodations approved match the student's current accommodation needs and will be used by the student on test day. (Submit changes in SSD Online.)
 - The student's name, birth date, and graduation date are correct.
- For any student no longer at your school, use SSD Online to have the student removed from the dashboard.

- Submit requests in SSD Online to transfer newly enrolled students with previously approved accommodations to your school's SSD dashboard.
- Work with the test coordinator to determine which students will be using the EL support of time and one-half and submit the request in SSD Online by the EL deadline.

IMPORTANT: If you submit late requests for accommodations or supports requiring paper testing materials after the deadline, you will need to call PSAT 10 Support to confirm that any required materials can arrive in time for testing.

Download and Verify the NAR

As noted in Continue to Check for Approvals and Plan for Testing Needs on page 24, the SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. The NAR, which can be accessed through SSD Online, will be available approximately 4 weeks before test day and will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day.

KEY INFORMATION

Types of Accommodations and Materials

College Board offers extended time; special formats such as braille and TTS; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved in SSD Online for 1 or more alternate test formats.

The information provided here will help you plan for administering the test to students using these formats.

Accommodated Timing and Breaks

Some of your students may be approved for accommodations that require different timing or breaks for 1 or more sections on the test.

- Students approved for extended time in reading will receive extended time for the entire test.
 Students using the time and one-half EL support also receive extended time for the entire test.
- Students approved for extended time only in math will get extended time only for the math section.
- See the chart Overview of Timing and Breaks on page 100 for detailed information about which scripts to use for various accommodations.

A student can be approved for accommodated breaks of various types. During their breaks, students approved for breaks due to their accommodations are still subject to the same regulations that apply to standard breaks. The proctor will post break times for them as noted in the scripts. See Administering Accommodated Breaks and Extended Time on page 49 for more details.



Extended Time

If a student is testing with an extended-time accommodation (e.g., time and one-half or double-time), the secure browser will display the student clock with the appropriate amount of extended time based on the student's test settings.

Students testing with extended time and students approved for extra breaks require a midsection break that must be managed by pausing the test session from the TA Interface. The proctor should follow the instructions for initiating a break as prompted by the scripts.

IMPORTANT: If a student is approved to test with more than double time, contact PSAT 10 Support for additional guidance.

Test Aids and Support Staff

Students may be approved in SSD Online for aids or support staff such as a braille device or scribe to record responses.

Scribes and interpreters should be instructed on exam security and how to proceed during the exam administration.

Students approved for accommodations that include a scribe or equipment that might disturb others, or students taking the same assessment with varying amounts of extended time, must be seated in separate rooms. Before the assessment, the students should also discuss with their interpreter or scribe how best to work together.

Recording Responses - Digital Scribes

Some students may need accommodations related to the recording of answers. These accommodations may include the following methods:

- Clicking and selecting answers in the secure browser.
- Dictating answers and text to a scribe to enter in the secure browser. (They may not prompt the student in a way that would result in a different response.)
- Using other AT and having a scribe record answers, as needed.

Students who are deaf or hearing impaired:

- May be approved to have a sign language interpreter to translate test directions from spoken English.
- May be approved to have a copy of the spoken directions and/or blank paper for communicating with the proctor.

State-Allowed Accommodations (If Applicable)

SAAs may be available depending on your state. If available, SAAs allow students to use defined accommodations or supports; however, they do not result in scholarship reportable scores. Students with SAAs can be seated in the same room as other students with College Board–approved accommodations.

Prepare Your Students

TASKS

Inform Students About the PSAT 10 3–4 weeks before the test:

- Meet with students, including those with accommodations, to go over their schedules and important information for test day. Be sure to inform any students testing with double time they will be testing over 2 days.
- Encourage students to visit the Student Digital Test Preview at digitaltesting.collegeboard.org/ for-students to become familiar with the tools and functionalities of the secure browser. When communicating to students, emphasize that a universal toolset, including a calculator, is available within the secure browser and will be available for use during testing. Share the website and inform students they can access the preview as guest users—no username or password required.

At least 2 weeks before the test:

- Distribute the PSAT 10 Student Guide for Digital Testing to students. It's also available online at digitaltesting.collegeboard.org/for-students. The student guide explains the assessment, including the PSAT 10 Terms and Conditions, test directions, and test-taking tips.
- Remind students to review and discuss privacy and test Terms and Conditions given in the student guide with their parents before test day.

Before the week of the test:

- If students take devices home (e.g., one-to-one assignments), provide instructions for preparing their devices before test day.
- Verify students testing with accessibility tools are able to use the secure browser successfully.
- Remind students how to access the Student Digital Test Preview.
- Remind students of the test date and time.
- Remind students of what to bring on test day. See What to Bring on Test Day on page 30 for the full list, but at a minimum they'll need:
 - A charged and configured testing device.
 - 2 pencils or pens for scratch work.
 - An acceptable calculator (optional; see Acceptable Calculators on page 105).

Inform Families About the PSAT 10

We suggest you inform students' families of what students can expect on test day and what the PSAT 10 means to their college and career planning. Let them



know about Official SAT Practice at Khan Academy®. Make them aware of additional privacy policies and Terms and Conditions as described in the PSAT 10 Student Guide for Digital Testing, Digital PSAT 10 Terms and Conditions, and Digital PSAT 10 Student Questionnaire Instructions so they can discuss them with their child. In addition, you can share that students may now opt in to and participate in Student Search Service online at studentsearch.collegeboard.org using their personal College Board account. Once students have opted in, colleges and scholarship programs can send them information by mail and email.

KEY INFORMATION

When and Where to Report

Ensure students know what time to arrive on test day. Arrange to notify students about their designated rooms for test day as they arrive at school. We recommend assigning a monitor to each entrance of the school on test day with a list of the assigned testing rooms to help direct students. If you do not have enough staff to assign a monitor to direct students, consider posting a list of students' assigned testing rooms at each entrance of your school. If you post a list, please do so in a way that doesn't call attention to students testing in accommodated rooms.

What to Bring on Test Day

Tell students to bring the following on test day:

- Charged and configured testing devices (if they are school owned and assigned to students to take home).
- Pens or pencils for scratch work.
- Acceptable calculator (for the Math Test Calculator portion of the test only).
- Earphones, if using an AT or TTS audio format.
- Acceptable photo ID that includes their name and signature, if testing at a school they don't regularly attend. (See Photo ID Requirements on page 115.)
- For students approved in SSD Online to use a calculator on the Math Test – No Calculator portion of the PSAT 10, a separate, basic 4-function calculator. (Percentage and square root functions are permitted.)

IMPORTANT: If you have students with College Board approval to use a calculator on the Math Test – No Calculator portion of the PSAT 10, a calculator will be available to them in their test tools.

We also recommend that students bring snacks and drinks (which must be stored under the students' desks during testing).

If applicable, give this information to all students who don't regularly attend your school but who will be testing at your school.

What Not to Bring on Test Day

Students may not have items listed under Prohibited Devices and Aids on page 19 (except in the case of accommodations approved in SSD Online for specific aids).

IMPORTANT: Remind students that scratch paper will be issued by the proctor on test day. Students should not bring their own.

Selecting Answers in the Secure Browser

Correctly selecting answers in the secure browser is very important. Students must be sure the radio button next to the response they wish to choose is selected. Some questions in the Writing and Language Test consist of only the 4 answer options (with only the question number above the options). In these cases, students should choose the option they think is the best choice in the context of the passage. For student-produced response questions on the Math Test, students will type their answers directly in the secure browser following the instructions outlined in the test.

Important Reminders for AT and TTS Users

Share these important details with your AT and TTS format users ahead of test day.

- Students using the AT or TTS formats should use earphones. Schools can provide earphones, if necessary; however, students should use earphones they're comfortable using. Bluetooth capabilities are not allowed (i.e., no AirPods).
- Students using either format should practice to become familiar with the test platform before testing. Students with accommodations requiring the use of an approved AT device should pretest the device with the secure browser in the Student Digital Test Preview prior to test day to ensure operational functionality. Please see Prepare to Administer Accommodations on page 48.

Protecting Student Privacy

We are committed to protecting student data.

- As test coordinator, it is your responsibility to ensure that test day rosters are only handled by staff supporting the administration and are stored securely or returned to College Board.
- Student information, including date of birth, address, and accommodations or supports, should not be posted or otherwise shared publicly. If you post room assignments at your school, include name and room number only.

When students take a College Board assessment such as the PSAT 10, they have the option to participate in Student Search Service. If they decide to opt in, College Board will share information from the optional assessment questionnaires (such as college major) and



from information shared on the college planning website of College Board, as well as score ranges for College Board assessments with eligible colleges, scholarship, and other nonprofit education programs. These education organizations may contact students who may be a good fit for their programs by mail or email. The service is free to students; education organizations contacting students pay College Board for the service. To learn more, visit studentsearchservice.org.

Students can link their Khan Academy and College Board accounts to get a personalized practice plan based on their PSAT 10 results. Account linking is entirely student driven, and students can unlink their accounts at any time. Khan Academy and College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. College Board and Khan Academy don't share students' personal information or practice work without their consent.

For more information about privacy practices, please visit:

- collegeboard.org/privacy-policy
- khanacademy.org/about/privacy-policy

Prepare Your Materials TASKS

Identify Authorized Staff

Provide a list of authorized staff to all personnel who will be handling test materials. Remind your staff to carry identification at all times during test day and to never allow unauthorized individuals near test materials.

IMPORTANT: Any staff member, including the test coordinator, who will have access to test content before test day must not have a child or member of their household taking the same College Board test during the same testing period at any test site. In such instances, the student's scores are subject to invalidation.

Check the Test Materials Shipment

See Materials Tables on page 5 for further information about each shipment.

Your shipments may include:

- ☐ Shipping notice
- ☐ Accommodated materials, for individual students approved to use them
- ☐ Coordinator Testing Materials Kit containing:
 - 5 Irregularity Report (IR) forms
 - White Accommodated Testing Envelope for return of NAR and any answer sheets for students with accommodations who tested with paper and pencil materials
 - Gray-Bordered Envelope for return of any used IR(s)

☐ UPS Express Pak(s) with preapplied labels for returning test-day forms

If you need additional materials, call PSAT 10 Support immediately.

Secure Materials for Off-Site Testing

If your school will test students at off-site locations, plan to provide materials securely to off-site testing locations. Materials should only be transported to off-site locations when the off-site test coordinator will be available to accept them and ensure the security of test materials from their arrival until their return.

Create a Testing Room Cover Sheet

We recommend that you create a testing room cover sheet for each testing room.

Include the following information:

- Number of students assigned to a room.
- Type of test administered in the room (standard or accommodated, e.g., time and one-half).
- Name of proctor administering the test in that room.
- Monitor name(s) (if applicable).
- School (AI) code and address.

Assemble Testing Room Packets

As close to test day as possible, create packets for your testing rooms. This will make distributing materials to proctors much easier on test day. We recommend that you place the packets into bins. Sort materials to create a packet for each testing room. Include the correct materials for each room—standard or accommodated.

Assemble the following items to create your testing room packets:

- Testing room cover sheet.
- If giving the questionnaire to students on test day, a list of school names and addresses for any students from other schools, if applicable.
- A student roster, showing students assigned to the proctor's testing room, for attendance purposes.
- Test tickets for each student printed from TIDE.
- If applicable, EL supports (printed translated test directions and/or word-to-word dictionaries) for students using them.
- Scratch paper (5 sheets per student).
- 1 or more blank IR forms.
- A copy of the Digital PSAT 10 Coordinator Manual (proctors should already have a copy they're reading before test day).
- A copy of the Digital Testing Room Quick Start Guide.
- If giving the questionnaire to students on test day, copies of the Digital PSAT 10 Student Questionnaire Instructions.



 Clear plastic bags for storage of collected electronic devices. Also include any other materials needed, such as sticky notes or envelopes. Note that the bags can also be used to store medical devices (e.g., EpiPens).

Assemble Packets for Off-Site Testing

Create a testing room packet for each off-site testing location and include the following additional materials:

- Necessary test day materials, such as forms, envelopes, and manuals:
 - IR forms
 - a White Accommodated Testing Envelope
 - a Gray-Bordered Envelope
 - enough copies of the Digital PSAT 10 Coordinator Manual, the Digital Testing Room Quick Start Guide, and Digital PSAT 10 Student Questionnaire Instructions for the testing rooms
- Proctor devices to connect to the TA Interface.
- Enough devices (and chargers) for each student to access the secure browser.
- A student roster showing students assigned to the proctor's testing room for attendance purposes.
- Test tickets for each student printed from TIDE.

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Provide Materials to Off-Site Locations on page 34.

Prepare Your Preadministration Session

Holding a preadministration session in advance of test day allows students to complete the questionnaire early to reduce extra test day activities. In the preadministration session students will submit identifying information and choose to participate or not in Student Search Service. The questionnaire is voluntary and optional. In addition to using the preadministration session, students may also opt in to Student Search Service and complete the questionnaire online at studentsearch.collegeboard.org.

You may hold a session once you receive your manuals and student guides. Share the *PSAT 10 Student Guide for Digital Testing* and information about the preadministration session in advance so students can discuss with their families if they will participate in Student Search Service. If your school does not already collect parental consent, College Board has provided consent forms to support this session.

All activities related to the preadministration must take place under school supervision.

TASKS

Plan the Session

Full scripts and instructions for conducting the preadministration session are included in Conduct the Preadministration Session on page 42.

- Use your Master Student List of who will be testing (both standard and accommodated students).
- Print test tickets for all students. Work with your SSD coordinator or other appropriate school staff to identify any students who may require test settings management in TIDE or other resources to support an accommodation.
- At least 2 weeks before your scheduled preadministration, share the PSAT 10 Student Guide for Digital Testing, parent information, and information about the session with each student so they can discuss with their families.
- Inform staff and students of the planned sessions. They
 may also need their email address (optional) and signed
 consent form if using the College Board template.
- Determine how you plan to conduct the preadministration session (for example, in a class or in small groups). Work with your school administration if additional space is needed to conduct the session. We recommend assigning students to rooms based on whether they have consent to answer the optional questionnaire or not.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
 - Confirm staff can access the TA Interface.
 - Distribute copies of the manuals and instruct them to become familiar with the preadministration scripting.
 - Review roles and responsibilities of staff conducting the sessions.
 - If your session will include any students from other schools, ensure that staff have a list of school names and addresses for those students.
- Allow time for students to review with parents and decide if they will complete the optional questionnaire. Students have a choice to opt in to Student Search Service, which allows College Board to provide students' basic information to eligible colleges and universities, scholarship programs, and education opportunity programs.
- Collect consent forms from students. Separate into 2 groups: students with consent and those without consent for the optional questionnaire.

Collect Consent before the Session

IMPORTANT: Schools should collect consent from parents for students who wish to opt in to Student Search Service and complete the optional questionnaire.

- Consent is only required to opt in to Student Search Service and complete the optional questionnaire. Students can still take the PSAT 10 without completing the questionnaire.
- Consent forms should remain on file at the school until the student graduates or leaves the school.
- If a student's parents have not approved them to participate in Student Search Service and the optional questionnaire, follow the script for students without consent.

Help Staff Conduct the Preadministration Session

All students will complete required information for scoring. Only students with parental consent should participate in the optional questionnaire portion of the session.

TASKS

Determine Staffing and Materials for the Preadministration Session

- Determine staffing needs prior to preadministration. Depending on the number of students you're testing, the preadministration session may be conducted by you, or you may need 1 or more proctors to conduct multiple sessions.
- Staff conducting the session will need to use the script in Conduct the Preadministration Session on page 42. Be sure to distribute copies of the manual to staff who need them. They should keep their manual for use on test day.
- Staff will distribute test tickets to each student participating in the preadministration session.
- If your session will include any students from other schools, ensure that staff have a list of school names and addresses for those students.
- Each staff member will need a device to start the questionnaire from the TA Interface. Each student will need a device configured for digital testing.
- Staff will give each student a copy of the Digital PSAT 10 Student Questionnaire Instructions. A large-print version of the Digital PSAT 10 Student Questionnaire Instructions is provided for students who are approved in SSD Online for large-print accommodations.

Get Started

- 1. Assemble a list of students testing (both standard and accommodated test takers).
- 2. Work with your SSD coordinator or other appropriate school staff to identify any students who may require test settings management in TIDE or other resources to support an accommodation.
- **3.** Create user accounts for the staff recruited for the preadministration session.
- Assign a testing room to each proctor administering the test.
- 5. Print test tickets for all students.
- 6. Assign your list of students to the appropriate testing rooms. We recommend using the same assignments for your room rosters for test day. Organize test tickets to correspond to the testing room assignments you've made.
- 7. You may decide to hold preadministration sessions in any number of ways (for example, in a class or in small groups). Don't let students take the test tickets out of the room. Plan to collect test tickets before dismissing students. All activities related to the questionnaire must take place with school supervision.
- **8.** Prior to the preadministration session, meet as a group with the proctors who will be administering the sessions.
- 9. Inform staff to note any issues they encounter during the session with the school's network or testing devices. This may be an indicator of issues that could arise on test day and must be addressed beforehand.

Full scripts and instructions for conducting the preadministration session can be found under Conduct the Preadministration Session on page 42. Be sure proctors know they must return all test tickets to you after the session so you can return everything to secure storage until test day.

KEY INFORMATION

Some students who take the test may be absent for the preadministration session. The test day scripts in Part 2 include instructions for assisting students to complete the questionnaire after testing is completed. If you have a large group of these students, consider assigning them to a separate room so they can complete the nontest portion without delaying other students.



During the Test Tasks and Information

Follow Your Test Day Schedule

TASKS

- To ensure standardization across all PSAT 10 testing, adhere to your prearranged schedule as closely as possible.
- Finish assembling testing room packets as early as possible.
- Remind staff to follow the policies under Key Information to ensure accurate and uniform timing and administration of tests.

KEY INFORMATION

Timing of the Test and Breaks

The PSAT 10 is timed by section in all rooms. Students must be given the entire amount of time for each section. Timing charts are supplied for each script in the manual.

Remind staff to follow procedures under Administer the Test on page 52, including timing the test, maintaining security, preventing copying and communication, monitoring breaks, and reporting irregularities.

Scheduled Breaks

College Board policy requires every student to be given breaks at regular intervals. Scheduled break time does not count as testing time.

Students who receive standard time on the entire test, whether taking the test with other accommodations or not, receive a 5-minute break after Section 1 and a 5-minute break after Section 3. During breaks, students may go to the restroom or to a supervised area for their snacks and/or drinks. They may not go to their lockers or possess any prohibited electronic devices.

Students approved in SSD Online for extended time on some or all of the assessment receive extra breaks. Some students may be approved in SSD Online for extra and/or extended breaks. Specific timing instructions will be noted on the NAR. (See Administering Accommodated Breaks and Extended Time on page 49 for details.)

If local health and safety guidelines limit the number of students that may access the restroom or hallways at one time, you may double the time of scheduled breaks (including accommodated breaks).

Unscheduled Breaks

When students take an unscheduled break (e.g., to use the restroom), the clock does not stop. To maintain security, staff should adhere to the guidelines in Monitor Breaks on page 53 for permitting unscheduled breaks.

Equip Testing Rooms TASKS

Count and Distribute Test Materials

Distribute testing room packets to proctors on the morning of test day.

Other items needed in the testing room include:

- Proctor device to connect to the TA Interface.
- A testing device for each student assigned to the room.
- A supply of pens or pencils.
- Scratch paper.
- Supplies for collecting or storing personal items (e.g., clear plastic bags and sticky notes).

Provide Materials to Off-Site Locations

If you have not already delivered all testing materials in the off-site testing packets, count and distribute the test materials to your off-site test coordinator(s).

KEY INFORMATION

Information to Post in Testing Rooms

Proctors should post the following information for students:

- Test date.
- Test name ("PSAT 10").

Information to Provide to Students

If applicable, the testing room packet should include the following information for proctors to provide directly to students (instead of posting on the board):

- A list of students from your school assigned to the room
- A list of school names, addresses, and relevant AI codes for students from other schools (if any)



Admit Students to the Testing Area

TASKS

Manage Central Check-In

If you designated a central location where students can gather before testing begins, follow these procedures:

- Check ID for students you don't recognize. If a student doesn't have a valid ID, you should record this in the IR but allow the student to test. (See Photo ID Requirements on page 115.)
- Annotate your Master Student List as students check in.
 - Write "P" (present) next to the name of each student who checks in.
 - After check-in is complete, put an "A" (absent) next to the name of any student who is absent.
 - Add student information for any student not on your original Master Student List.
- If you change a student's room assignment, give them a signed note to present to the proctor. Also provide the student's test ticket and confirm that there is a test-taking device available.
- If adding a student to a room, ensure that the proctor has the necessary testing materials.

Manage Classroom Check-In

If you're having students check in at their testing room, we recommend that proctors use the individual room rosters to check in students as they arrive.

- Tell your proctors that changes to a student's room assignment (or room assignments for students not on your Master Student List) should be written and signed by the test coordinator (you) for the student to present when entering the testing room.
- If you change a student's room assignment, give them a signed note to present to the proctor. Also provide the student's test ticket and confirm that there is a test-taking device available.
- If additional students who are testing arrive on test day, see Admitting Extra Students on page 36 for more information. If able to test them, add their information to your Master Student List and assign them to a testing room. Give them a signed note to present to the proctor.

Staff should:

- Write a "P" (present) next to the name of each student who checks in.
- After check-in is complete, put an "A" (absent) next to the name of any student who is absent.

- If a student who isn't on the roster provides a note from the test coordinator, the proctor should write in the student's information on the room roster. If a student who isn't on the roster can't provide a note, the proctor should send them to the test coordinator.
- Check ID for students who aren't familiar to them. If a student can't present acceptable ID, staff should record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 115.)

Manage Late Arrivals

- If students arrive late, follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you've planned for a late-arrivals room, instruct the proctor to add the student's name to the late-arrivals room roster.
- Students who arrive after testing has begun in the late-arrivals room can't test. Add them to the list of students requiring a makeup.

See Admitting Latecomers later in this section for more information.

Manage Requests to Change to Accommodated Testing on Test Day

If a student presents a College Board eligibility approval letter and requests to test with accommodations that require a new room assignment, follow these steps, as long as you have appropriate materials and enough staff and space available:

- If a student requests accommodations not noted on your NAR, and the online SSD system doesn't show the student as approved for the accommodations, do not supply the accommodations until you have checked with the SSD office.
- Mark the student as moved by printing an "M" next to the student's name in the original assigned room roster.
- Make sure the requested accommodations have been configured on the student's test settings in TIDE before the student begins testing in the accommodated room.
- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Also provide the student's test ticket and confirm that there is a test-taking device available.
- If a student requests to change to testing that requires specific accommodated materials that are not available, you may still have time to request materials for testing later in the accommodated window. If so,



note the student as absent and immediately call the SSD office to request materials for testing.

 If it's too late to request materials for testing in the accommodated window, call the SSD office.

questions about providing accommodations to a student.

Make sure that students are approved for accommodations before providing them. Providing accommodations to students who have not been approved will result in their scores being invalidated. Call the SSD office if you have any

Manage Requests to Waive Accommodations on Test Day

If a student presents a letter during check-in requesting to waive approved accommodations (signed by a parent/guardian), and sufficient space/materials are available, follow these steps:

- Make sure any accommodations have been removed from the student's test settings in TIDE before the student begins testing.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The proctor should add the student's information at the bottom of the roster.
- Deliver a test ticket for the student to the testing room and confirm that there is a test-taking device available.
- Keep the letter on file at your school (it doesn't need to be returned to College Board).
- Follow state guidance on waiving accommodations, if applicable.

KEY INFORMATION

Admitting Extra Students

Some students who recently enrolled in your school may be eligible to test there. You can test these students as long as they are registered and appear in TIDE. Advise these students to bring photo identification for test day because your staff may not be familiar with them.

Admitting Latecomers

You can admit latecomers at your discretion if you can assign them to a room where the proctor hasn't yet begun the timed testing, or if you've set aside a late-arrivals room for testing groups of students who arrive late. Make sure latecomers are escorted to the appropriate testing room.

If you're admitting them 1 at a time to rooms where testing procedures are already in progress, they may be admitted only if the proctor is still reading the preliminary instructions for the test.

A few things to note about admitting latecomers:

- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- Admittance to the late-arrivals room shouldn't be allowed after other testing rooms have begun their first break. The proctor must close the door to the latearrivals room before the start of the first scheduled break in testing that is already in progress.
- Ensure that testing in any late-arrivals room begins early enough to end before the school breaks for lunch so testing is not disrupted.

IMPORTANT: Do not, under any circumstance, admit students to a testing room once the timed portion of the test has begun.

Your Role During Testing TASKS

Verify Authorized Test Observers and Visitors

Staff from College Board, ETS, CAI, or administrators from your state assessment office or district may visit your school the day of the test or in the weeks preceding it. Verify visitors have government issued identification and a letter of authorization from College Board, ETS, CAI, or your state department of education.

Staff, including assistants for students with approved accommodations, and authorized visitors are the only individuals allowed in the testing rooms besides test takers. There are no exceptions. Keep unauthorized individuals away from secure testing materials and out of the sight and hearing of the students until testing is complete. Limit access to the testing rooms and adjoining hallways.

If the media are present during a test, they must remain outside the building. Make sure their presence doesn't distract or disturb students. Stop any attempts to record or photograph the test administration. Call PSAT 10 Support about any media requests for test information or test coverage.

IMPORTANT: If you have any concerns about an individual's authorization, contact PSAT 10 Support for verification before admitting that person to a testing room.

Handle Escalations

As a test coordinator, you'll be called on to address many kinds of situations, most of which can be resolved on the spot.

If you encounter repeated hardware or networking issues with a particular device, moving the student to a backup device can often be the most expedient resolution.



Always contact PSAT 10 Support and consult the Irregularity Chart on page 116 for more instructions on what to do if you encounter:

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.).
- Unauthorized visitors.
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing.
- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location.
- Timing irregularities or other administration issues.

Handle Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Terms and Conditions provided in the *PSAT 10 Student Guide for Digital Testing* and also in the *Digital PSAT 10 Terms and Conditions*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class or to the location predetermined by your school's protocol for students dismissed from testing for misconduct (e.g., the principal's office). Students dismissed because of misconduct are usually not eligible for makeup testing (if applicable). Please indicate on the IR all actions taken (see the Irregularity Chart on page 116).

If you or a staff member suspects a phone or other electronic device has been used to record or transmit test questions or answers, you should collect the phone. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart under Use or possession of test content/answers.

Handle Student Complaints

Many student complaints can be prevented by careful planning, preparation, and implementation of the procedures described in this manual. Common complaints include:

- Physical conditions such as overcrowding, inadequate writing surfaces, poor lighting, and extreme temperatures.
- Delayed check-in and testing.
- Unresolved or repeated technical disruptions.
- Testing staff who are rude, disorganized, distracting, or inattentive to their duties.
- No visible clocks.
- Apparent mistiming and distracting noise.
- Cheating.

Report every student complaint, even those resolved on site, on the IR. Advise students that all feedback is welcome. Tell them their scores may be delayed if their complaint requires additional investigation.

Report Test Administration Irregularities

The IR is scanned, so use a No. 2 pencil and don't write any notes or make any other extraneous marks on the form. Be sure to neatly print all information and fill in bubbles completely. Always include the names of students involved in an irregularity.

Refer to the Irregularity Chart on page 116 when filling out the IR. Record the following types of incidents:

- Test security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

Follow these steps when recording irregularities:

- For all irregularities, fill in the general information in items 1–5 (page 1) and item 9 (page 3) of the form.
 - In field 2, fill in your primary or your makeup test date according to what administration you're reporting.
 - In field 3, fill in the bubble for Digital PSAT 10.
 - In field 4a, write your 6-digit school (AI) code.
 - In field 4b, fill in the number of students tested at your school (use leading zeros, as in "0055").
- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. Providing a roster of impacted students will ensure scores are not held for your school and only the scores for the students impacted by the group irregularity will be held until any investigations of the incident have been completed.
- To report an individual irregularity (an issue that affects 1 student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student's name and grade level.
- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section). You'll countersign and complete any IRs provided by testing staff.

KEY INFORMATION

Proctor Role During Testing

See Part 2 of this manual for a description of the proctor's role during testing.



After the Test Tasks and Information

Complete the test administration with the following activities. These activities may take place more than once: after primary testing is complete and again for students testing in the accommodated testing window, if applicable. Always keep materials in secure storage until pickup.

Collect Testing Materials

Collect all the materials you provided to proctors in the testing room materials packets.

The off-site test coordinator must follow these same procedures with materials distributed to off-site testing locations.

TASKS

Collect Materials from Proctors

Verify that the materials returned by each proctor match the materials you initially issued to them.

- □ Copy of this manual, with completed seating chart on the back.
- ☐ Annotated room roster or NAR (if applicable).
- ☐ Any additional test materials related to testing (such as scratch paper, test tickets, etc.).
- ☐ Any printed translated test directions.
- ☐ Any word-to-word dictionaries.
- ☐ Any completed IRs. (You must countersign any IRs submitted by your proctors.)

After you've collected materials, do the following:

- Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.
- Make sure each staff member has signed the Testing Staff Agreement.
- Review and sign IRs. Confirm that your school code is gridded correctly. If needed, complete additional IRs.
 Note any student irregularities that require a makeup.
- When you've completed these tasks, release staff members.

Ensure Completeness of Room Rosters

Test taker lists give College Board important information, particularly when discrepancies occur.

- Once you've collected all materials from proctors, carefully check each room roster against your Master Student List, noting on it the room assignment of each student. Make and store copies of the Master Student List and room rosters in your records for reference if needed. You'll return the original Master Student List (or room rosters if a Master Student List wasn't produced) with the return shipment.
- Complete the NAR for return in the white Accommodated Testing Envelope, indicating the accommodations each student received.

Make copies of any forms and other materials if necessary.

Prepare for Makeup Testing

If students miss your original test date, you may hold a makeup test as determined by your state. The relevant materials must be returned immediately after all testing has been completed at your school.

Prepare Materials for Return

KEY INFORMATION

What to Do with Materials

Use this table to help you organize your materials and handle them correctly.

HOW TO HANDLE TEST MATERIALS WHEN TESTING IS COMPLETE

Test Materials	Return	Keep Copies for Your Records	Destroy
NAR	Yes—in white Accommodated Testing Envelope	Yes	No
IR(s) (if used)	Yes—in Gray-Bordered Envelope in return shipment	Yes	No
Testing Staff Agreement form	No	Yes	No
Test tickets	No	No	Yes
Seating charts	No	Yes	No
Scratch paper	No	No	Yes
Annotated Master Student List	Yes—loose in return shipment	Yes	No
Room rosters	Yes (if a Master Student List was not produced)—loose in return shipment	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Printed copies of spoken test directions for approved students	No	No	Yes—after all testing is complete
Translated test directions for EL students	No	No	Yes
Word-to-word dictionaries for EL students	No	No	No—keep for future use
Digital PSAT 10 Coordinator Manual	No—store securely if needed for makeup testing	No	Yes—after score reports are distributed to students
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for makeup testing	No	Yes—if makeup testing is complete
Leftover copies of the PSAT 10 Student Guide for Digital Testing	No	No	Yes



Return Materials

In your shipment of manuals for digital testing, you received a UPS Express Pak that you must use to return your test day forms (if any).

If you have a NAR, place it inside the white Accommodated Testing Envelope.

Return all completed IR forms in the Gray-Bordered Envelope. Don't use rubber bands or other fastenings that might damage them. Once all forms are packed, seal the UPS Express Pak and fill in the information requested on the label. You may discard unused boxes or envelopes.

IMPORTANT: If you are returning paper and pencil test materials (e.g., test books and answer sheets), follow the return instructions included in the PSAT 10 Coordinator Manual.

TASKS

Ship Materials

Test coordinators will schedule their own return material shipments. The first shipment should occur after testing your standard and accommodated students. A second return kit has been provided for any students that test on the makeup date.

- Keep materials secure until pickup.
 - If UPS doesn't make a regular stop at your school, schedule a pickup at ups.com, or call 800-PICK-UPS (742-5877). You can also take packages to any UPS store. Do not place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee.
 - Write down your UPS package tracking number.
 - If UPS isn't available in your area, return materials via another traceable express courier. Record your tracking number.
 - Don't use first-class mail or any other nontraceable method.
 - Give your package to the driver or responsible person so you'll have a chain of custody for the shipment.

Receive Score Reports

KEY INFORMATION

PSAT 10 scores are shared with the school and, if applicable, with the district and/or state.

Online Scores

For all tests in the SAT Suite of Assessments, schools receive question-by-question summaries that provide data about students' answers compared with the rest of the nation.

Schools and students will see whether students answered each question correctly. Actual questions, answers, and answer explanations won't be provided.

Students will receive their percentile ranks and helpful interpretative information about their scores. The information helps students and teachers identify the knowledge and skills students need to focus on to increase achievement.

Paper Score Reports

One paper copy of each student's score report will be mailed and delivered to the school principal soon after online reporting is available. Access codes will be provided on the paper reports. Educators also will have an online dashboard at k12reports.collegeboard.org to help them share scores with students, along with instructions and recommendations for doing so.

Appropriate Uses of Scores and Reports

Go to research.collegeboard.org and select On the Uses of College Board Test Scores & Related Data for a publication that highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

PART 2:

For Proctors and Monitors

Introduction for Proctors

This is your guide to administering the digital PSAT 10 and for creating the best possible environment for your students on test day. You're required to participate in training—either online training for digital testing or other training provided by your test coordinator. Be sure to carefully read this section of the manual for information on digital test administration. It's especially important to read through the scripts and instructions ahead of time so you can address any questions with your test coordinator before test day.

This part of the manual includes the required scripts for preadministration and both standard and accommodated test administrations.

After the scripts, we've provided resources that will be useful on test day, such as the section timing chart, a list of acceptable calculators, an overview of universal digital testing tools, and the Irregularity Chart.

We depend on you to administer the test according to this manual so that all students have the same opportunity to do their best.

Failure to follow the policies and procedures described in this manual could result in score invalidations. We appreciate the efforts you and your colleagues make to ensure a test administration that is efficient, secure, and fair for all students.

Before Test Day

Prepare Yourself

TASKS

- Confirm you can sign in to the TA Interface and know your password. Go to digitaltesting.collegeboard.org.
- Take time to study the scripts and timing before test day. Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual.
- Review and sign the Testing Staff Agreement form provided by your test coordinator.
- Prepare to conduct a preadministration session at your test coordinator's direction. The preadministration scripts appear in both Conduct the Preadministration Session on page 42 and Test Day Scripts on page 55 (in case you have students who need to complete these fields on test day).
- If you're testing accommodated students, before test day:
 - Review Using Accommodated Scripts on page 50 to determine the correct script(s) to use.
 - Test any equipment needed.

 Be prepared to assist students approved for alternate test formats such as braille. If testing students with TTS or AT formats, you may be asked to work with the SSD coordinator or other appropriate school staff to set up those students' devices before test day (see Prepare to Administer Accommodations on page 48).

Delivering the Digital PSAT 10

In the testing room, proctors will manage and monitor student testing from the TA Interface at **digitaltesting.collegeboard.org**. Review this section for key features of the delivery of the digital PSAT 10.

Student Test-Taking Devices

Before testing can begin, you must ensure that all student test-taking devices are navigated to the sign-in screen of the secure browser. On Chromebooks and iPads, launch <code>SecureTestBrowser</code>. If these devices are used for other assessments, click the <code>4-square menu</code> icon to access the secure browser launchpad



and select College Board (PSAT 8/9, PSAT 10, SAT) from the **State/Organization** drop-down to launch the secure browser. The Assessments drop-down will automatically populate.

Session IDs

To enter and begin each timed section of the test, students will be required to join the session you've started in the TA Interface. Students must enter a Session ID and wait for approval to enter the session. You'll then disclose the Session ID at the start of each test section as prompted in the testing scripts. Each test section has a new Session ID.

Approving Students for Testing

Before students can take the test, you'll need to approve them twice: first to enter the section and second to start the test. You'll repeat this 2-part approval process each time you begin a new section.

In both parts, students appear in your Approval Queue on the TA Interface after they confirm they're ready. Help your students get their full testing time by making sure they're all listed in your queue before you click Admit Students or Start Test.

Your script will tell you when to perform each part and refer you to the instructions.



How to Approve Students from the TA Interface

Part 1: Admit Students

You'll admit students to the section after they sign in and verify their identity by selecting Yes.

- **1.** Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

- 3. Click the Admit Students button.
- 4. Click Yes to confirm.

Continue reading from the script.

TIP: If a student has a timing mismatch error or needs to be returned to the sign-in screen, click the red **X** next to their name to deny the student entry. and contact your test coordinator.

Part 2: Start Test

You'll start timed testing after students review their test settings and select their Start button.

🔼 These steps start test time.

- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all of your students are listed.

TIP: *Check the count of students waiting to start* testing above the table to make sure it matches the number of students in your room.

- 3. Click the Start Test button.
- 4. Click Yes to confirm.

Continue reading from the script.

Conduct the **Preadministration Session**

There are two parts to the preadministration session: completing required student information for scoring and participating in the optional questionnaire. All students will participate in the first activity. **Only** students with parental consent should participate in the optional questionnaire preadministration session. Some students who take the test may be absent for the preadministration session. This manual includes instructions for ensuring students complete the student information questions on test day.

IMPORTANT: If students using accommodations are part of the session, be prepared to offer assistance that might be needed.

TASKS

- Before starting the session, staff should make sure they have the test tickets for the students in their room.
- Post any information the students will need, such as the school name, city, and state.
- Give each student a copy of the Digital PSAT 10 Student Questionnaire Instructions.
- Scripts that you will read aloud appear in shaded boxes. You'll pause when [pause] appears to give students time to follow instructions. Instructions that shouldn't be read aloud appear outside the shaded areas.
- If students have already taken the questionnaire online, have them sit quietly while the rest of the students complete the questionniare. They may opt into Student Search Service if they have permission and have not done so already.



Conducting the Session

Starting the Questionnaire

Launch the secure browser on student devices

On iPads and Chromebooks, follow these steps:

- 1. Launch SecureTestBrowser.
- Click the 4-square menu icon to access the secure browser launchpad.
- Select College Board (PSAT 8/9, PSAT 10, and SAT) from the State/Organization drop-down menu. The Assessment drop-down will automatically populate.

Launch the TA Interface from your device

- Go to the College Board digital testing portal, digitaltesting.collegeboard.org.
- 2. Click Sign in to the TA Interface.
- **3.** Sign in to the TA Interface with your username and password.
- 4. Select College Board PSAT 10.
- **5.** Select **PSAT 10 Questionnaire** from the list of sections; click **Start Session**.
- Post the Session ID exactly as it appears on the board.

Read aloud all the directions in the scripts, which appear in the shaded boxes.

Text that appears outside of the shaded boxes is intended for proctors and shouldn't be read aloud.

Some of the boxes that follow have alternative scripts to read depending on various criteria. When you see multiple choices with lettered options (for example, (A) and (B)), read the prompts silently before choosing which script to read aloud.

Selecting the Right Preadministration Script

♠ FOR STUDENTS WITHOUT CONSENT TO ANSWER THE OPTIONAL QUESTIONNAIRE

If you're reading these scripts to students whose parents or guardians didn't consent for them to answer the optional questionnaire, turn to Preadministration Scripts – Students Without Consent on page 46.

6 FOR ALL OTHER STUDENTS

Continue with the scripts that follow.

Preadministration Scripts – Students With Consent

Give each student a copy of the *Digital PSAT 10 Student Questionnaire Instructions*.

To all students, say:

Take out the *Student Questionnaire Instructions* that I gave you. You can refer to it for this session.

Now we'll complete the questionnaire portion of the PSAT 10. You'll have the chance to answer some questions about yourself. You'll also have the opportunity to opt in to Student Search Service and provide information about yourself to help connect you with colleges. As I read these instructions aloud, raise your hand if you have any questions. [pause]

If administering before test day, say:

Use this opportunity to also become familiar with the digital testing environment, which you'll see again when answering the actual test questions.

I will now distribute your test ticket. You'll use the information on the ticket to sign in to the questionnaire.

Distribute a test ticket to each student. Make sure each student receives the ticket with their name printed on it.

When all students have their test ticket, say:

Your device should be on the secure browser sign-in screen.

- Type your First Name and Registration Number exactly as they're printed on your test ticket.
- Type the Session ID exactly as it appears on the board.
- Click Sign In.

If you receive an error when trying to sign in, please raise your hand and I'll come around to assist you. [pause]

If a student receives an error when signing in, ask the student to reenter the information. Ensure the student enters the information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them reboot the device and launch the secure browser again. Any further issues should be escalated to the test coordinator.



After all students are signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name there is not your own, please raise your hand. [pause]

If the student name on the "Is This You?" page is incorrect, confirm the identity of the student. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can't be resolved.

After all errors are resolved, say:

You should now see a "Waiting for Approval" message. Please sit quietly and wait for approval. [pause]

All students should now be waiting for your approval.



Admit Students

This is the first part of the 2-part approval process.

- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

- 3. Click the Admit Students button.
- 4. Click Yes to confirm.

If students are testing with text-to-speech, say:

Now you should see the text-to-speech sound check. Please follow the on-screen instructions and make a selection at the bottom of the screen. [pause]

Confirm students have completed the sound check, heard the voice, and made a selection (Works, Doesn't Work, or Skip). If a student has an issue that can't be resolved, contact your test coordinator.

Once you've admitted all students, say:

You are almost ready to begin the questionnaire. You should see a box labeled "Help Guide" on your screen. Please take a moment to view the Help Guide by selecting the button. You'll see an overview of the test tools, buttons, and features that will be available to you during the test. You can access this information during

the test by clicking the **Question Mark** icon in the top right corner of your screen. When you are done reviewing the tools, click the **OK** button to return.

Allow time for students to scroll through and read the information on the screen.

If students are using assistive technology or TTS, say:

On this page you may also view your test settings. These are the test settings that you've been approved for. Confirm that your test settings are enabled here. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click the OK button to return to the previous screen.

When all students are ready, say:

Click Start.

You should now see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the previously described page.

When all students are ready, and before starting the questionnaire, say:

The questionnaire is untimed. You'll be asked to type in some responses and select a response for other questions. If you have any questions, raise your hand and I'll help you. I'm now going to start the questionnaire.

All students should now be waiting for your approval.



Start Questionnaire

This is the second part of the 2-part approval process.

- **1.** Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.

- 3. Click the Start Test button.
- 4. Click Yes to confirm.



Continue by saying:

Take a moment to read the opening paragraphs, which include the confidentiality statement. Please look up when you're finished. [pause]

Now click the forward arrow to see page 1, where you'll be asked about the school you regularly attend. [pause]

If you attend this school, select **Yes** and type our school's name, city, and state.

If you don't regularly attend this school, select the **No** option that applies to you.

Look up when you're done. [pause]

Provide the school addresses for students from other schools (a list should be in your materials from the test coordinator). Tell homeschooled students to leave the school name, city, and state fields blank.

When students have completed their school information, say:

Click the forward arrow to see page 2 of the questionnaire where you will provide your address. If your mailing address changes, you can always update it through your College Board account. Look up when you have finished providing your address. [pause]

When it looks like students have finished submitting their address, say:

Page 3 of the questionnaire asks if you want to participate in College Board's free Student Search Service. This service can help you connect with opportunities. [pause]

Saying "Yes" to Student Search Service allows eligible colleges, nonprofit scholarship programs, and other educational programs to send you information about the educational and financial aid opportunities they offer.

Continue with the questionnaire by saying:

The remaining questions are optional but recommended. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity.

For page 4 of the questionnaire, say:

Read the information in your *Student Questionnaire Instructions* about providing your email address on page 4 of the questionnaire. If you decide to provide an email address, mark the bubble to indicate whether the email address is yours or a parent's or guardian's. College Board will use the email address to send information such as when your scores are available online.

If you opt in to Student Search Service, your email address will be added to your College Board student record.

For page 5 of the questionnaire, say:

Page 5 asks for your mobile number. Please leave the box blank if yours is not a U.S. mobile number.

If you have a U.S. mobile number, read the information on your screen about providing phone numbers.

Now say:

Please look at page 1 of your *Student Questionnaire Instructions*. You will need the information and instructions to complete some of the remaining questions. Take a moment to read the opening paragraphs, including the information about confidentiality, and complete the remaining pages. Don't complete any field that asks for information your parent or guardian has told you not to provide.

Walk around the room to check that students have finished the questionnaire. When students reach the review screen, they will not be able to proceed further until they receive the next instruction from you.

When all students have completed the questionnaire, say:

You have now completed the questionnaire and you should be at the review screen. If you're not there, click the forward arrow until you see it. [pause]

Then click the **End Test** button in the top left corner of the screen. If you don't see the **End Test** button, please navigate to the review screen.

When you see the pop-up that says, "You have reached the end of the test," click **Yes**.

On the "Congratulations" page, click **Submit Test**, then click **Yes**.

When you reach the "Your Results" page, click Log Out.

Please sit quietly and wait for further instruction.



Click the **Stop** button next to the Session ID in the TA Interface.

Then say:

I will collect your test tickets and *Student Questionnaire Instructions*. Thank you for completing the questionnaire for the PSAT 10.

- The session is now over. You may dismiss your students or carry on with your regular school day.
- Return the test tickets and Student Questionnaire Instructions to the test coordinator.

IMPORTANT: If completing this session after the test on test day, continue to Dismissing Students on page 99.

Preadministration Scripts – Students Without Consent

Give each student a copy of the *Digital PSAT 10 Student Questionnaire Instructions*.

To all students, say:

Take out the *Student Questionnaire Instructions* that I gave you. You can refer to it for this session.

Now we'll complete the questionnaire portion of the PSAT 10. You'll have the chance to answer some questions about yourself. As I read these instructions aloud, raise your hand if you have any questions. [pause]

If administering before test day, say:

Use this opportunity to also become familiar with the digital testing environment which you'll see again when answering the actual test questions.

I will now distribute your test ticket. You'll use the information on the ticket to sign in to the questionnaire.

Distribute a test ticket to each student. Make sure each student receives the ticket with their name printed on it.

When all students have their test ticket, say:

Your device should be on the secure browser sign-in screen.

- Type your First Name and Registration Number exactly as they're printed on your test ticket.
- Type the Session ID exactly as it appears on the board.
- Click Sign In.

If you receive an error when trying to sign in, please raise your hand and I'll come around to assist you.

If a student receives an error when signing in, ask the student to reenter the information. Ensure the student enters the information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, you may have them reboot the device and launch the secure browser again. Any further issues should be escalated to the test coordinator.

After all students are signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name there is not your own, please raise your hand. [pause]

After all errors are resolved, say:

You should now see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

This is the first part of the 2-part approval process.

- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.
 - **TIP:** Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.
- 3. Click the Admit Students button.
- 4. Click Yes to confirm.

TIP: If a student has a timing mismatch error or needs to be returned to the sign-in screen, click the red \mathbf{X} next to their name to deny the student entry.



If students are testing with text-to-speech, say:

Now you should see the text-to-speech sound check. Please follow the on-screen instructions and make a selection at the bottom of the screen. [pause]

Confirm students have completed the sound check, heard the voice, and made a selection (Works, Doesn't Work, or Skip). If a student has an issue that can't be resolved, contact your test coordinator.

Once you've admitted all students, say:

You are almost ready to begin the questionnaire. You should see a box labeled "Help Guide" on your screen. Please take a moment to view the Help Guide by selecting the button. You'll see an overview of the test tools, buttons, and features that will be available to you during the test. You can access this information during the test by clicking the question mark icon in the top right corner of your screen. When you are done reviewing the tools, click the back button to return.

Allow time for students to scroll through and read the information on the screen.

If students are using assistive technology or TTS, say:

On this page you may also view your test settings. These are the test settings that you've been approved for. Confirm that your test settings are enabled here. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click **OK** to return to the previous screen.

When all students are ready, say:

Click Start.

You should now see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked Start at the bottom of the previously described page.

When all students are ready, and before approving all students, say:

The questionnaire is untimed. You'll be asked to type in some responses and select a response for other questions. If you have any questions, raise your hand and I'll help you. I'm now going to approve you to begin.

All students should now be waiting for your approval.



Start Questionnaire

This is the second part of the 2-part approval process.

- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.

- 3. Click the Start Test button.
- 4. Click Yes to confirm.

Continue by saying:

Take a moment to read the opening paragraphs, which include the confidentiality statement. Please look up when you're finished. [pause]

Now click the forward arrow to see page 1, where you'll be asked about the school you regularly attend. [pause]

If you attend this school, select Yes and type our school's name, city, and state.

If you don't regularly attend this school, select the No option that applies to you.

Look up when you're done. [pause]

Provide the school addresses for students from other schools (a list should be in your materials from the test coordinator). Tell homeschooled students to leave the school name, city, and state fields blank.



When students have completed their school information, say:

Click the forward arrow to see page 2 of the questionnaire where you will provide your address. If your mailing address changes, you can always update it through your College Board account. Look up when you have finished providing your address. [pause]

When it looks like students have finished submitting their address, say:

Click the forward arrow until you get to the final review screen.

Walk around the room to check that students have finished the questionnaire. When students reach the review screen, they will not be able to proceed further until they receive the next instruction from you.

When all students reach the final screen, say:

You have now completed the questionnaire. Click the **End Test** button in the top left corner of the screen. If you don't see the **End Test** button, please navigate to the review screen.

When you see the pop-up that says, "You have reached the end of the test," click **Yes**.

On the Congratulations page, click **Submit Test**, then click **Yes**.

When you reach the Your Results page, click Log Out.

Please sit quietly and wait for further instruction.

Click the **Stop** button next to the Session ID in the TA Interface.

Then say:

I will collect your test tickets and *Student Questionnaire Instructions*. Thank you for completing the questionnaire for the PSAT 10.

- The session is now over. You may dismiss your students or carry on with your regular school day.
- Return the test tickets and Student Questionnaire Instructions to the test coordinator.

IMPORTANT: If completing this session after the test on test day, continue to Dismissing Students on page 99.

Prepare to Administer Accommodations

If you're testing students with accommodations, read this section thoroughly before test day. It will help you prepare for the accommodations your students have been approved for in SSD Online, including determining which script(s) to use for the students assigned to your room.

Students testing with time and one-half as an English learner (EL) support may test in the same room as other students taking the test with time and one-half on the entire test so long as no other accommodations are being administered that would require different timings or breaks.

TASKS

- Before test day, your test coordinator or SSD coordinator will let you know which accommodations each student in your room has been approved for.
- Some students may be approved in SSD Online for a special format. On test day, your packet will include the Nonstandard Administration Report (NAR), which lists the accommodations your students have been approved to receive.
- Review Using Accommodated Scripts on page 50 to determine which script(s) to use for the students assigned to your room. Also see the timing chart Overview of Timing and Breaks on page 100.

IMPORTANT: It's very important that you provide only the accommodations a student is approved for. A student who tests with accommodations not approved in SSD Online may have their scores invalidated.

Testing with Assistive Technology

Students who require external AT devices, such as screen readers or refreshable braille displays, should be tested separately from other accommodated students. If students aren't testing in a room by themselves or aren't using a braille reader, they'll take the test with earphones and the AT device for their accommodation. Students should bring their own earphones and devices. If earphones aren't available, the student should be tested in a separate room.

Screen Reader and Refreshable Braille

Students with an AT accommodation receive digital tests in an accessible format via the secure browser (*SecureTestBrowser* if using Chromebooks, or the *CB Secure Browser* if using Windows, Mac, or Linux operating systems). iPads are not supported for use with AT.



Information about supported hardware and software requirements for testing with AT devices and instructions for configuring and navigating JAWS and NVDA is available at **cb.org/testsettings**.

Students who use a screen reader with a refreshable braille device can access the Reading and Writing and Language sections. The Math sections (with and without calculator) use Nemeth Code, which does not readily display on refreshable braille devices, and will require the use of raised line drawings. See Raised Line Drawings on page 27 for more information.

Students should be comfortable and independent with using a refreshable braille display in instructional activities prior to testing in the digital platform. Students are encouraged to use the secure browser with the Student Digital Test Preview to become familiar and comfortable with the digital assessments.

Testing with Text-to-Speech

TTS reads text and provides descriptions of images in digital assessments. The TTS accommodation provides a delivery mechanism for audio presentation for students not using a screen reader. TTS also allows the student to control aspects of text delivery such as what is read and, depending on the platform, the voice.

Students testing with the TTS accommodation will be presented with a TTS sound check screen when signing in to the test. Please ensure that each student is able to hear the voice before proceeding. It is highly recommended that all students test all the digital features and tools prior to test day by accessing the Student Digital Test Preview at digitaltesting.collegeboard.org.

Refer to **cb.org/testsettings** for required computer configuration for screen readers and other assistive technologies.

The TTS test format requires specific extended time accommodations. Students using TTS must test with time and one-half (Script 3) if they are assigned to the "Read Text Only" setting. They must test with double time (Script 4) if assigned to the "Read Text and Graphics" setting.

Administering Accommodated Breaks and Extended Time

Some students may be approved for extra and/or extended breaks. Break time is not included as part of testing time and is timed separately. Students who are approved in SSD Online for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.

Administer accommodated breaks as follows:

- Extra Breaks: Students who are approved for extra breaks receive a break between each test section and a break in the middle of Sections 1 and 4. Use Script 2 for students who are approved for extra breaks and who are not approved for extended time.
- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.
- Extra and Extended Breaks: If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section.
- Breaks As Needed: When a student is approved for breaks as needed, they may take breaks during a test section. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time (that is, the testing clock stops). Use Script 1 unless approved for other accommodations.

IMPORTANT: Breaks as needed should be given in a oneto-one setting. To initiate a break for the student, the proctor must use the Pause Session button in the TA *Interface. This will pause both the proctor and student* clocks for the duration of the break. When the break is over, the student will sign in and the proctor must admit them back into the test session to continue testing.

Students approved for extended time receive extra breaks as follows:

- Students approved for extended time on the entire test (for reading, TTS, use of a scribe, or as an EL support) receive a break between each test section and a break in the middle of Sections 1 and 4.
- Students approved for math-only extended time receive standard time on Sections 1 and 2, a break before Section 3 (Math Test – No Calculator), a break before Section 4 (Math Test - Calculator), and a break in the middle of Section 4.

Once you have started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see.



Other Accommodations

Some students may be approved by College Board for other accommodations, such as use of color contrast, permission for food/medication, permission to test blood sugar, use of a 4-function calculator on the Math Test – No Calculator portion, or use of a sign language interpreter for oral instructions only. These students should test with standard time and breaks (Script 1), unless they have other accommodations that affect timing.

Using Accommodated Scripts

Select the appropriate accommodated test script based on the type of accommodation approved in SSD Online.

Reminder: Students who are approved in SSD Online to use their own screen reader software, such as JAWS or NVDA, and who are not using the built-in reader should test with Scripts 1-4, depending on their approved extended time.

Script 1: Standard Time

Use Script 1: Standard Time on page 58 for students approved in SSD Online for accommodations that don't require extended time—for example, permission for food/ medication.

In the TA Interface, select Standard Time from the Test Time and Breaks drop-down.

Script 2: Standard Time with Extra Breaks

Use Script 2: Standard Time with Extra Breaks on page 66 for students who receive standard time on some or all sections of the test and are approved in SSD Online for extra breaks.

In the TA Interface, select Extra/Extended Breaks -Standard Time from the Test Time and Breaks dropdown.

Script 3: Time and One-Half

Use Script 3: Time and One-Half on page 76 for students approved in SSD Online for time and one-half for reading and for EL students using extended time support. Also use Script 3 for students using TTS with the Read Text Only setting. These students receive time and one-half on the entire test.

In the TA Interface, select Time and One-Half (+50%) from the Test Time and Breaks drop-down.

Script 4: Double Time

Use Script 4: Double Time on page 87 for students approved in SSD Online for double time for reading. Also use Script 4 for students using TTS with the Read Text and Graphics setting. These students receive double time on the entire test.

In the TA Interface, select **Double Time (+100%)** from the Test Time and Breaks drop-down.

Combined Scripts for Math-Only Extended Time

Begin with Script 1: Standard Time on page 58 for students who are approved in SSD Online for extended time only on math with no extra breaks. Begin with Script 2: Standard Time with Extra Breaks on page 66 for those who have math-only extended time with extra breaks.

- For students approved in SSD Online for double time for math, turn to Script 4, Break Before Section 3 for 1-Day Testing, and continue with that script for Sections 3 and 4.
- For students approved in SSD Online for time and one-half for math, turn to Script 3, Break Before Section 3, and continue with that script for Sections 3 and 4.

Script for More than Double Time

For more than double time, please contact College Board.



During the Test

Prepare to Test

TASKS

Prepare the Testing Room

Make sure you do the following:

- □ Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. For seating requirements and general testing room requirements, see Plan Your Space on page 12. (See also Digital Testing Room Seating Arrangements on page 125.)
- ☐ Cover or remove any instructional material, such as maps and charts.
- ☐ Confirm the clock works and is visible from all seats in the room.

Post Information for Students

- Today's date
- Test name ("PSAT 10")

To be filled in later:

- Session ID
- Start time
- Stop time (approximate)
- Break time

Admit Students to the Testing Room

Admit students 1 at a time, taking care to assign their seats at random or by prearrangement. Verify that students have powered off their mobile phones as they are admitted to the room. If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

- Write a "P" (present) next to the name of each student who checks in.
- If a student is unfamiliar to you, ask them for identification. If the student can't present acceptable ID, record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 115.)
- After you have closed the testing room door, put an "A" next to the name of any student who is absent.

Collect Students' Personal Belongings

If permitted under school policy, students must turn in all phones, wearable technology (e.g., smartwatches or fitness trackers), and other electronic devices before beginning to test. They're advised not to bring their phones to the testing room, but many students will have phones anyway.

Your test coordinator will tell you which of the following is the case at your school (depending on school policy).

Option 1 – Collect devices and put them in individual bags:

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to label devices with their names. Give them envelopes, plastic bags, sticky notes, or another method of reliably identifying their items.
- Reassure students their devices will be returned after testing.
- Collect labeled items from students as they enter or once they're seated. Keep them out of students' reach during the entire test, preferably at your desk.

Option 2 – Keep devices in students' bags and collect bags:

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to place their devices in their backpacks or bags and place these bags to the front or side of the room, away from desks.
- If a student doesn't have a bag, provide a clear plastic bag (or label the device and collect it if school policy permits).
- Tell students to remove their pens or pencils, calculator(s), drinks, snacks and ID (if applicable) from their bag and take them to their seat. If a student is approved to use an aid, they should include it with the items they take to their seat.

Returning devices:

- Mobile phones and other collected devices should remain out of reach until testing is complete and all test materials have been collected.
- At the end of the test, students will collect their devices as their row is dismissed. If possible, arrange the items to make the return process easy.
- Before returning a device, check the name on the label and advise students to check the name on the device to make sure it's theirs.
- If an item is left behind, return it with other materials to the test coordinator. Record the student's name so the student can be contacted.

IMPORTANT: If your school has different testing groups starting at different times, mobile phones may be returned to students completing testing only after the last group of students has begun testing.



Use of Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. If needed during testing, monitor the student while they use the device. Secure test materials and, if possible, have a monitor supervise the testing room while the student uses the device. Follow your school or state's policies regarding EpiPens.

In some cases, a student may be approved in SSD Online to have a mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a mobile phone; they must also be approved for use of a mobile phone.

In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The proctor should confirm with the student prior to testing what actions are needed in the event there is a notification.

- If the student is using an iPhone, it must be in quided access mode.
- If the student is using an Android phone, it must be in airplane mode. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.)
- The camera feature must be disabled for all phones. Bluetooth may only be enabled to connect the phone's share app to a continuous glucose monitor (CGM).

No other device may be connected to the phone. Under no circumstances may a student keep their phone at their desk.

IMPORTANT: Students will be dismissed from testing if they're seen with a phone or if their mobile phone makes noise or creates a disturbance during the test (including breaks) while in their possession. Phones on or under the desk are considered in their possession.

More information is given under Prohibited Devices Policies on page 19.

Seat Students

Never allow students to select their own seat. Assign seats at random or by prearrangement with the test coordinator. For detailed information on seating requirements, see Seating Requirements on page 12.

Process Late Arrivals

Admit and seat students who arrive late only if you haven't started the timed test (i.e., Section 1). Continue reading the script to all students.

Send students who arrive after the timed section begins to the test coordinator for assignment to another room where proper supervision, complete instructions, and correct time allotments can be provided.



Never allow a student to test who has had an opportunity to communicate with students who have completed some or all of the test on the same day.

Administer the Test

TASKS

- Administer each section of the test in sequence.
- Read scripts exactly as written.
- Maintain security in the testing room.
- Report any test administration irregularities.
- Monitor the TA Interface periodically to view student progress and students who may need assistance.

Time the Test

- As you begin each section, once all students are working on the test, record the start and approximate stop times and post them for students to see.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.
- All students must receive the entire time on each section of the test, even if they finish before section time ends. Don't end a session early by clicking the Stop icon unless you're following a resolution path described in the Irregularity Chart.
- Immediately inform the test coordinator of any timing irregularities. Record irregularities and actions taken on the IR. See Complete the Irregularity Report (IR) on page 54 for more information.
- Once time has expired for the test section, the TA Interface will display an alert message; click OK.

TA Interface – Test Time and Breaks

From the TA Interface, you must select the time setting that applies to the group of students in your room. You'll make your selection from the **Test Time and Breaks** drop-down in the TA Interface when starting each test.

IMPORTANT: When administering the test for students approved for standard test time with extra breaks or breaks as needed, select Extra/Extended Breaks – Standard Time. Follow the prompts in Script 2 for pausing and resuming test time to give student breaks.

After Testing Begins

Complete the Digital PSAT 10 Seating Chart (see back cover).

Maintain Security in the Testing Room

- Remain vigilant at all times during testing, including breaks. Staff must not engage in activities that aren't related to testing, such as talking, reading, using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.
- Make sure students don't possess calculators, phones, or prohibited aids during breaks.

IMPORTANT: Some mobile phones can be disguised as calculators with the use of a plastic covering. Also, separate erasers and calculator covers can be used to conceal aids and notes.

- Don't leave test materials unattended under any circumstances.
- Make sure test materials and phones aren't removed from the room.
- Don't allow students to access or use phones or wearable technology in the testing room or during breaks, or eat or drink during testing unless they have an approved accommodation.

Prevent Copying and Communication

Copying and prohibited communication are the most common ways for students to obtain an unfair advantage. You must:

- Ensure proper spacing between students to prevent copying and communication among students during testing.
- Watch for possession of mobile phones or other prohibited items, or for "cheat sheets" written on paper, calculators, skin/clothing, or shoes/footwear.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators.
 Calculator covers should be stored under desks during testing.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

IMPORTANT: Always note activities like these on an IR. Immediately report significant problems or events that interfere with specific testing procedures or compromise test security.

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If the Irregularity Chart on page 116 indicates to call PSAT 10 Support, report the situation immediately.

Monitor Breaks

You and other testing staff will need to monitor students during scheduled and unscheduled breaks to make sure they don't discuss the test or possess calculators, phones, or prohibited aids.

Before the test, have students place their bags and backpacks at the side of the room, away from the testing area. Do not allow students to access their bags or backpacks or go to their lockers until the test is over.

For the breaks:

- Post the break time and include what time testing will resume
- Check that any printed instructions or word-to-word dictionaries are closed and left on the desks.
- Look to see that student test-taking devices are on the sign-in screen (scheduled break) or an unanswered question (unscheduled break).
- Make sure that students do not have possession of phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits), and must remain powered off and stored away from the testing area until the test is over.
- Allow students to eat and drink during breaks in designated areas as long as they placed their food and drinks under their desks before the start of the test, as instructed.
- If students ask, give permission for them to go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

Follow these guidelines for unscheduled breaks (e.g., requests to use the restroom):

- Inform students they won't get extra testing time.
- Do not pause students' test in the Actions column in the TA Interface. Ask students to navigate to the next unanswered question.
- Allow only 1 student at a time to take an unscheduled break
- When the student leaves the room, collect any EL supports (translated test directions or dictionary) they may be using.
- When the student returns, if they're unfamiliar to you, check their ID before you hand back the testing materials.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It's not necessary to record a student taking an unscheduled break on an IR unless you find the activity suspicious (e.g., frequent breaks or breaks in coordination with other students).



Complete the Irregularity Report (IR)

This form is scanned, so use a No. 2 pencil and do not write any notes or make any other extraneous marks on the form. Be sure to neatly print all information and fill in bubbles completely. Always include the names of students involved in an irregularity. See Using the Irregularity Chart later in this section.

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
 - In field 2, fill in the date the irregularity occurred.
 - In box 4a, write your 6-digit school (AI) code.
 - In box 4b, fill in the number of students tested at your school (use leading zeros, as in "0055").
- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in fields 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade for each affected student in field 10.
- To report an individual irregularity (an issue that affects 1 student, such as illness), fill in fields 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student's name, grade, and date of birth.
- In all situations, provide details in the Comments on page 3. With your description of the issue, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section).

KEY INFORMATION

Information on the following topics appears in Part 1 of this manual:

- Prohibited Devices Policies on page 19
- Calculator Policies and Guidelines on page 20
- Monitoring Equipment Use on page 21
- Verify Authorized Test Observers and Visitors on page 36

Your test coordinator will also have this information.

Using the Irregularity Chart

The Irregularity Chart on page 116 lists the most common irregularities with the procedures and actions you should use to respond to them. When the chart indicates the need for immediate action, respond immediately. The chart also indicates situations you should complete and submit an IR for, including:

- Test security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

Make sure reports are complete and explicit. Fill out just 1 form for each irregularity, even if it affects more than 1 student (such as mistiming).

Irregularities filed by proctors must be countersigned by the test coordinator, who should add any information that might be useful. Tell students that a report will be submitted.

Administer Accommodations

Locate the Key Information and Tasks in this section that apply to the students in your room.

IMPORTANT: If you're testing students in a standard room, proceed to Begin Here on Test Day on page 55.

Specific Formats Instructions

Instructions for AT Users (Screen Reader and Refreshable Braille)

If you are testing students using an AT device, students must set punctuation and verbosity settings before signing in to the test. If they attempt to change particular screen reader settings while in a timed test section, they may be exited from the test and the test will need to be resumed. Resume the student's test and record the missed testing time on the IR.

Take time before you begin reading the scripts to have students check their device settings and configuration.

Instructions for TTS Format

The TTS accommodation delivers an audio version of the test for students not using a screen reader and allows them to control aspects of text delivery such as what is read.

The students in your room will have either the Read Text Only setting or the Read Text and Graphics setting. You'll need to use Script 3: Time and One-Half for students with text only settings. Use Script 4: Double Time for students with text and graphics settings.



Test Day Scripts

Begin Here on Test Day

Your test coordinator will provide you with the appropriate materials for the accommodations approved by College Board for the students you are testing.

You may also be provided with EL supports for some students, such as translated test directions or word-to-word dictionaries.

Every student taking the digital PSAT 10 must be assigned to their own testing device. See Delivering the Digital PSAT 10 on page 41 for more information.

Start the Digital Test

Launch the Secure Browser on Student Devices

On iPads and Chromebooks, take the following steps:

- 1. Launch SecureTestBrowser.
- **2.** Click the **4-square menu** icon to access the secure browser launchpad.
- Select College Board (PSAT 8/9, PSAT 10, and SAT) from the State/Organization drop-down menu. The Assessment drop-down will automatically populat1.

Launch the TA Interface from your device

- Go to the College Board Digital Testing portal, digitaltesting.collegeboard.org.
- 2. Click Sign in to the TA Interface.
- **3.** Sign in to the TA Interface with your username and password.

Read the Scripts

The scripts in this manual are designed to ensure that every student who takes the PSAT 10 has a fair and equal experience. So, when administering the test, please read the script out loud exactly as written. Take time to review the script or scripts that apply to your students so that you can administer the test accurately, confidently, and calmly. Your attitude can help students be confident and calm, too.

- Before admitting students, supply the appropriate information where a blank line "_____" appears in the text.
- Only read aloud the text in the shaded areas. Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.

- Speak loudly and slowly. Be sure that students in the back of the room can hear you clearly. Pause where you see [pause] in the script to allow students time to follow instructions.
- Do not read information in [bracketed italics] out loud.
- Keep an eye out for raised hands. Students are likely to have questions during the pretest instructions.
 Answer student questions about procedure only, not about test content.
- When you see multiple choices with lettered options (A and B), read the prompts silently before choosing which script(s) to read to students.

For any students who didn't attend a preadministration session, the scripts at Dismissal will tell you when to go back and guide those students through the preadministration session. You'll complete this after all students have finished testing.

Before starting the script, check your room roster for students who need additional printed aids (e.g., translated test directions and/or word-to-word dictionaries) and distribute them to those students.

When you are ready to begin, say:

Welcome to the PSAT 10 test administration. This test will focus on what you've already been learning in school. It gives you a chance to see where you might need to improve during high school. If you're using printed directions that are translated, open the booklet now to follow along as I give instructions. [pause]

Before we begin the test, I'm going to read some instructions. Please listen carefully, and raise your hand if you have any questions. Remember, my role is to make sure you have the best opportunity to demonstrate your skills and knowledge. [pause]

College Board PSAT 10 Terms and Conditions include rules and policies to make sure all students have a fair and equal test experience. If anyone disturbs others or tries to gain an unfair advantage, I'll ask them to leave the room and their scores will be invalidated. They may also be prevented from taking other College Board tests in the future.

List examples of misconduct by saying:

Here are some examples of unfair advantages:

- Using or attempting to use the testing device for any purpose other than testing
- Giving or receiving help of any kind on the test



- Attempting to remove test materials from the testing room
- Using a phone or any unauthorized testing aid during testing or during breaks
- Using an answer key or sharing answers with anyone during or after the test
- Going to a locker or leaving the building during the test
- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

These policies help make sure your testing experience today is fair, and that you can focus on your own test without distractions. Are there any questions? [pause]

Answer all students' questions.

Confirm Prohibited Devices Are Powered Off

Collection of personal belongings:

Most schools will be collecting students' phones, electronic devices, and/or backpacks. Read script (A) if this is the case in your school. Read script (B) if your school does not allow collection of students' belongings.

READ ONLY ONE OPTION

• A If your school is collecting personal belongings, say:

By this time you should have turned in all phones and any other unauthorized electronic devices. If anyone still has an electronic device of any kind, including a smartwatch or fitness tracker, please disable any alarms, completely power it off, and turn it in to me now. It will be returned to you at the end of the test. [pause]

• **B** If your school does not allow collection of personal belongings, say:

At this time, if you have a phone or any other unauthorized electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

(SS) If a student is approved to use a device as an accommodation, tell them to keep it at their seat. Allow time for students to turn in or put away any of these devices.

To all students, say:

Any personal electronic device that isn't turned off or put away may be collected and its contents inspected as part of an investigation. If you are seen with a device or your device makes a noise or creates a disturbance while in your possession, I will have to dismiss you from testing. From this point on, I will dismiss any student that I see with a phone, smartwatch, or other personal electronic device.

Then say:

Thank you for paying attention to these instructions so far. Now we're going to prepare to start the test.

- Remove everything from your desk except your pencils or pens, acceptable calculator and backup calculator if you have them, and any approved testing device. If you're using translated test directions or a word-to-word dictionary, keep these items on your desk as well.
- If you brought extra batteries for your handheld calculator, drinks, or snacks, put them on the floor under your desk.
- If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

To all students, say:

Please sit quietly while I take a moment to make sure everyone is using an acceptable calculator. [pause]

Walk around the room to make sure no one has unacceptable calculators or other prohibited items on their desk.

Examples of prohibited items include the following (unless your NAR indicates that a student is allowed an item as an accommodation):

- Mobile phones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players/recorders, tablets, laptops, Bluetooth devices (e.g., wireless earbuds/headphones), or any personal computing devices other than the device used for the test
- Separate timers of any type
- Cameras or any other photographic equipment
- Highlighters
- Books or references of any kind (except for EL supports)
- Compasses, rulers, protractors, or cutting devices



- Earplugs
- Unacceptable calculators that have QWERTY (computer-style) keypads, use paper tape, make noise, or use a power cord
- Weapons or firearms

Then say:

Please remember, you may not share or exchange calculators at any time. If you brought a calculator, put your calculator under your desk now. You won't need it until a later section.

Make sure students have put their calculators under their desks and that any phones have either been collected or placed in a bag to the side of the room, not in a pocket or on another desk.

Distribute Materials

- Distribute a test ticket to each student. Make sure each student receives the test ticket with their name printed on it. If you're unsure of a student's identity, ask the student to present their ID to verify their name.
- Distribute 1 sheet of scratch paper to each student.

Instructions for Using a Scribe

If you have students using a scribe, read the following script before beginning the test.

To a scribe, say:

Please follow these instructions:

- You must select or submit only what the student dictates.
- You may not prompt the student in a way that would result in a different response.

To students using a scribe, say:

Your answers and any corrections will be captured as you dictate them. If you want to review your work, your answers will be read to you. If you need to use scratch paper to work out your answer, the scribe will record on the scratch paper what you dictate.

Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Walk around the room to check that everyone is working on the correct section. Follow the procedures given earlier in this manual:

- Time the Test on page 52
- Maintain Security in the Testing Room on page 53
- Prevent Copying and Communication on page 53
- Monitor Breaks on page 53

Proceed to the Appropriate Script

Turn to the correct script to begin testing the students in your room.

some students with accommodations may require the standard script. For example, you'll use Script 1 to test students testing in a small-group setting or with permission to test blood sugar, students testing with extended breaks or breaks as needed, or students testing with extended time for math only with no extra breaks (you'll see instructions for when to switch to Script 3: Time and One-Half or Script 4: Double Time).

SCRIPTS TO USE FOR TESTING

To start testing with:	Turn to:
Standard timing and breaks	Script 1: Standard Time directly following this table
Standard time with extra breaks	Script 2: Standard Time with Extra Breaks on page 66
Time and one-half	Script 3: Time and One-Half on page 76
Double time	Script 4: Double Time on page 87

The Overview of Timing and Breaks on page 100 gives details about the different types of timing and breaks that may be needed for accommodated students.



SCRIPT 1: Standard Time

The following script is for use with standard timing and breaks.

Also use this script to administer the following accommodations to students who aren't approved for extended time or extra breaks, including:

- Extended time on math only (you'll see instructions for when to switch to Script 3 or Script 4).
- Breaks as needed or extended breaks.
- Permission to test blood sugar or small-group setting.



Set Up the TA Interface for the Reading Test

- 1. Select College Board PSAT 10.
- Select PSAT 10 Reading Test from the list of sections; click Start Session.
- 3. Select Standard Time from the Test Time and Breaks drop-down; click OK.
- Post the Session ID exactly as it appears on the board.

IMPORTANT: You'll announce and post the Session ID for each test section as prompted by the testing script.

At this point, student devices should be on, with the secure browser ready for their sign in.

Student's Screen: Secure Browser Sign In



IMPORTANT: If Chromebooks or iPads don't display the sign-in screen, refer back to Start the Digital Test on page 55 for instructions.

Give Preliminary Instructions

When all students are ready, say:

Please listen carefully to these instructions. Your computer should be on the secure browser sign-in screen. If you do not see the College Board logo on your screen, please raise your hand. [pause]

- Type your First Name and Registration Number exactly as they're printed on your test ticket.
- Type the Session ID exactly as it appears on the board. [read Session ID aloud]
- Click Sign In.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

If a student receives an error when signing in, ask them to reenter their name and registration number. Ensure the student enters their information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them reboot the device and launch the secure browser again. If there is a spare device available, immediately switch the device for the student. Any further issues should be escalated to the test coordinator.

After all students have signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name displayed is not your own, please raise your hand. [pause]

If the student's name on the "Is This You?" page is incorrect, confirm the identity of the student against their ID. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can't be resolved.

IMPORTANT: Students will go through these screens for every section. Follow the same procedure if this issue arises in a later section.

Once everyone is ready, say:

Please sit quietly and wait for approval. Look up when you see the "Waiting for Approval" message.

If a student isn't waiting for approval, make sure the student clicks **Yes** from the "Is This You?" page.



When everyone is ready and before approving all students, say:

For each section, you will follow this process for approval using your first name and registration number from your test ticket and a new Session ID. You won't be able to enter a section and begin the test until I approve you to do so. Before I approve everyone to begin testing, remember:

- Throughout this test administration, you must listen to all directions for how to proceed.
- Don't exit or navigate away from the secure browser until your test is complete, or you could lose testing time.
- During testing, keep your eyes on your device only.
- If your device malfunctions while testing, raise your hand and I will assist you.
- You'll have breaks during the test when you can leave the room to have a snack or use the restroom.

NOTE: Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

All students should now be waiting for your approval.



Part 1: Admit Students

This is the first part of the 2-part approval process. It won't start timed testing.

- **1.** Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

- 3. Click the Admit Students button.
- 4. Click Yes to confirm.

TIP: If a student has a timing mismatch error or needs to be returned to the sign-in screen, click the red \mathbf{X} next to their name to deny the student entry. Contact the test coordinator for students with timing mismatch errors.

Once you've admitted all students, say:

You're almost ready to begin. You should now see 3 sections of information on your screen. You may need to scroll down to find the Help Guide, which lists the test tools, buttons, and features available to you during the test. You can access this information during the test by clicking the **Question Mark** icon in the top right corner of your screen.

During the test you will also have access to a clock tool. You can view or hide it by clicking on the **Clock** icon. It will begin to count down the time you have remaining in the section. When your time for that section is up, you'll be automatically exited from the test.

Are there any questions? [pause]

If students are using AT, say:

From this page, you may view your test and time settings. These are the test settings that you've been approved for. Confirm that all information on this page is accurate for your test. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click **OK**. [pause]

If anything on the student test settings page is incorrect, the student should click **Go Back** at the bottom of the page and return to the sign-in screen. Contact your test coordinator immediately to determine if the student's accommodations were set correctly.

After you answer all questions, say:

Find the Terms and Conditions section on your screen and read what it says. You are agreeing to not share any test content with anyone, through any means, including but not limited to email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanctions. These conditions are spelled out in the *PSAT 10 Student Guide for Digital Testing* and on the College Board website. When you have finished reading, click the box next to "I agree to the Terms and Conditions." [pause]

Then say:

Now click **Start**. You must select the checkbox in the Terms and Conditions for the **Start** button to be active.

Please place your test ticket to the side; you'll need to refer to it for the next test section. I'll collect the tickets once testing is finished.



You should now see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting in your approval queue, ensure that the student has clicked the box to agree to the Terms and Conditions. Ask the student to click the box and then click Start.

SECTION 1: Reading Test

STANDARD TIME



IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1. We'll have a short break after the section is over.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

If you finish testing before section time ends, you may check your work in this section only. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Test time will begin after I start the test and the test directions appear on your screen. If you finish testing before section time ends, please sit quietly and wait for further instruction. Remember, after the test has ended, no one may leave the room until I announce dismissal.

IMPORTANT: Time starts as soon as you start the test from the TA Interface.

Then say:

Once I start the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.

Part 2: Start Test

This is the second part of the 2-part approval process.



- These steps start the test time.
- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.

- 3. Click the Start Test button.
- 4. Click Yes to confirm.

To begin the test, say:

Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES STANDARD TIME

START TIME	STOP TIME	

Record the Session ID here: ___

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.
- Complete the seating chart on the back of this manual.

Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 1, the Reading Test is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

I will now walk around and collect any scratch paper. Do not exit out of the secure browser.

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

IMPORTANT: Collect all scratch paper from each student, even if it appears unused or blank.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or possess any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

♦ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should **not** exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 2:

Writing and Language Test

STANDARD TIME





Set up the TA Interface for the Writing and Language Test

- 1. Click the **Select Tests** button.
- 2. Select PSAT 10 Writing and Language Test from the list of sections; click **Start Session**.
- 3. Select Standard Time from the Test Time and Breaks drop-down; click OK.
- 4. Post the new Session ID on the board.

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2.

As you did for the previous section, enter the Session ID posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval. [pause]

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. This won't start timed testing. If needed, refer to Part 1: Admit Students on page 59 for instructions.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about the test tools and features during the test by clicking the Question Mark icon in the top right corner of your screen.



Click Start. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked Start at the bottom of the Help Guide and Test Settings page.

When everyone is ready and before starting the test,

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

Some questions in this section consist of only the 4 answer options. Only the question number is shown above the options. In these cases, choose the option you think is the best choice in the context of the passage.

If you finish testing before section time ends, you may check your work in this section only.

Then say:

Once I start the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test on page 60 for instructions. This is the second part of the 2-part approval process.



A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME

START TIME STOP TIME

Record the Session ID here:

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Writing and Language Test is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students approved for time and one-half for math, turn to Script 3, Break Before Section 3 on page 82.
- For students approved for double time for math, turn to Script 4, Break Before Section 3 on page 94.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

SECTION 3:

Math Test - No Calculator

STANDARD TIME





Set up the TA Interface for the Math Test - No Calculator

- 1. Click the Select Tests button.
- 2. Select PSAT 10 Math Test No Calculator from the list of sections; click Start Session.
- 3. Select Standard Time from the Test Time and Breaks drop-down; click OK.
- 4. Post the new Session ID on the board.



IMPORTANT: If a student has College Board approval to use a 4-function calculator on this portion of the Math Test as an accommodation, confirm that the handheld calculator they use isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.) The calculator tool will also be available for these students in the secure browser.

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 25 minutes to work on Section 3. We'll have a short break after the section is over.

As you did for the previous section, enter the **Session** ID posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. This won't start timed testing. If needed, refer to Part 1: Admit Students on page 59.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about test tools and features during the test by clicking the Question Mark icon in the top right corner of your screen.

Click Start. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked Start at the bottom of the Help Guide and Test Settings page.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

If you finish testing before section time ends, you may check your work in this section only.

Then say:

Once I start the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test under Section 1: Reading Test on page 60 for instructions. This is the second part of the 2-part approval process.



⚠ Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.



RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

25 MINUTES STANDARD TIM

START TIME _____ STOP TIME ____

Record the Session ID here: _

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.
- Walk around the room to check that no calculators are on desks (unless a student has an accommodation to use a calculator).

Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 3, the Math Test without Calculator is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

I'll walk around and collect your scratch paper.

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

IMPORTANT: Collect all scratch paper from each student, even if it appears unused or blank.

For the break, say:

We will stop now for a 5-minute break. For the break:

- If you brought a snack, you may eat it in designated areas only.
- As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom.
- Don't talk in the hallway, discuss the test questions with anyone, or possess any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

♂ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 4:

Math Test - Calculator

STANDARD TIME



If your school is providing calculators to students, distribute them now.

(2)

Set up the TA Interface for the Math Test – Calculator

- 1. Click the **Select Tests** button.
- 2. Select PSAT 10 Math Test Calculator from the list of sections: click Start Session.
- 3. Select Standard Time from the Test Time and Breaks drop-down; click OK.
- 4. Post the new Session ID on the board.

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 45 minutes to work on Section 4.

As you did for the previous section, enter the **Session ID** posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.



When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. This won't start timed testing. If needed, refer to Part 1: Admit Students on page 59.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about the test tools and features during the test by clicking the Question Mark icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked Start at the bottom of the Help Guide and Test Settings page.

When all students are ready and before starting the test, say:

For this section you may use a calculator. If you brought a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. You also have access to the embedded calculator for this section. Click the Calculator icon in the toolbar to use this tool during the test.

If using a handheld calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Don't share or exchange your calculator.
- If you brought a backup calculator, keep it under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you don't have a backup calculator, you can use the embedded calculator in the toolbar. All math questions can be answered without a calculator.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

If you finish testing before section time ends, you may check your work in this section only.

Are there any questions? [pause]

Then say:

Once I start the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test under Section 1: Reading Test on page 60 for instructions. This is the second part of the 2-part approval process.

A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES STANDARD TIME

START TIME

STOP TIME

Record the Session ID here:

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will alert you that the session has ended; click OK. Don't



stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 4, the Math Test with Calculator is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

Proceed to After the Test on page 99.

SCRIPT 2: Standard Time with Extra Breaks

Use this script for:

- Students approved for extra breaks with standard timing on some or all sections of the test.
- Students approved for extra breaks and extended time for math only. You'll see instructions for where to switch to Script 3 or 4.

IMPORTANT: Students with extended breaks or breaks as needed who test with standard time should be tested with Script 1.



Set Up the TA Interface for the Reading Test

IMPORTANT: If you haven't already read Begin Here on Test Day on page 55, please go back and do so now before returning to this script.

- 1. Select College Board PSAT 10.
- 2. Select PSAT 10 Reading Test from the list of sections; click Start Session.
- Select Extra/Extended Breaks Standard Time from the Test Time and Breaks dropdown; click OK.
- **4.** Post the Session ID exactly as it appears on the board.

IMPORTANT: You'll announce and post the Session ID for each test section as prompted by the testing script.

At this point, student devices should be on/open with the secure browser ready for their sign in.

Student's Screen: Secure Browser Sign In



IMPORTANT: If Chromebooks or iPads don't display the sign-in screen, refer to Start the Digital Test on page 55 for instructions.

Give Preliminary Instructions

When all students are ready, say:

Please listen carefully to these instructions. Your computer should be on the secure browser sign-in screen. If you do not see the College Board logo on your screen, please raise your hand. [pause]

- Type your First Name and Registration Number exactly as they're printed on your test ticket.
- Type the Session ID exactly as it appears on the board. [read Session ID aloud]
- Click Sign In.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

If a student receives an error when signing in, ask them to reenter their name and registration number. Ensure the student enters their information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them reboot the device and launch the secure browser again. If there is a spare device available, immediately switch the device for the student. Any further issues should be escalated to the test coordinator.

After all students have signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name displayed is not your own, please raise your hand. [pause]

If the student's name on the "Is This You?" page is incorrect, confirm the identity of the student against their ID. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can't be resolved.

IMPORTANT: Students will go through these screens for every section. Follow the same procedure if this issue arises in a later section.

Once everyone is ready, say:

Please sit quietly and wait for approval. Look up when you see the "Waiting for Approval" message.

If a student isn't waiting for approval, make sure the student clicks **Yes** from the "Is This You?" page.

When everyone is ready and before approving all students, say:

For each section, you will follow this process for approval using your first name and registration number from your test ticket and a new Session ID. You won't be able to enter a section and begin the test until I approve you to do so. Before I approve everyone to begin testing, remember:

- Throughout this test administration, you must listen to all directions for how to proceed.
- Don't exit or navigate away from the secure browser until your test is complete, or you could lose testing time.
- During testing, keep your eyes on your device only.
- If your device malfunctions while testing, raise your hand and I will assist you.
- You'll have breaks during the test when you can leave the room to have a snack or use the restroom.

NOTE: Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

All students should now be waiting for your approval.



Part 1: Admit Students

This is the first part of the 2-part approval process. It won't start timed testing.

- 1. Click the **Approvals** button on the TA Interface.
- **2.** Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

- 3. Click the Admit Students button.
- 4. Click Yes to confirm.

TIP: If a student has a timing mismatch error or needs to be returned to the sign-in screen, click the red \mathbf{X} next to their name to deny the student entry. Contact the test coordinator for students with timing mismatch errors.

Once you've admitted all students, say:

You're almost ready to begin. You should now see 3 sections of information on your screen. You may need to scroll down to find the Help Guide, which lists the test tools, buttons, and features available to you during the test. You can access this information during the test by clicking the **Question Mark** icon in the top right corner of your screen.

During the test you will also have access to a clock tool. You can view or hide it by clicking on the **Clock** icon. It will begin to count down the time you have remaining in the section. When your time for that section is up, you'll be automatically exited from the test.

Are there any questions? [pause]

If students are using AT, say:

From this page, you may view your test and time settings. These are the test settings that you've been approved for. Confirm that all information on this page is accurate for your test. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click **OK**. [pause]

If anything on the student test settings page is incorrect, the student should click **Go Back** at the bottom of the page and return to the sign-in screen. Contact your test coordinator immediately to determine if the student's accommodations were set correctly.



After you answer all questions, say:

Find the Terms and Conditions section on your screen and read what it says. You are agreeing to not share any test content with anyone, through any means, including but not limited to email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanctions. These conditions are spelled out in the PSAT 10 Student Guide for Digital Testing and on the College Board website. When you have finished reading, click the box next to "I agree to the Terms and Conditions." [pause]

Then say:

Now click **Start**. You must select the checkbox in the Terms and Conditions for the **Start** button to be active.

Please place your test ticket to the side; you'll need to refer to it for the next test section. I'll collect the tickets once testing is finished.

You should now see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting in your approval queue, ensure that the student has clicked the box to agree to the Terms and Conditions. Ask the student to click the box and then click Start.

SECTION 1: Reading Test

60 MINUTES STANDARD TIME WITH EXTRA BREAKS



5-Minute Break

30 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1. We'll stop for a short break after 30 minutes, and then you'll continue with Section 1.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it. If you finish testing before section time ends, you may check your work in this section only. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Test time will begin after I start the test and the test directions appear on your screen. If you finish testing before section time ends, please sit quietly and wait for further instruction. Remember, after the test has ended, no one may leave the room until I announce dismissal.

IMPORTANT: Time starts as soon as you start the test from the TA Interface.

Then say:

Once I start the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Part 2: Start Test

This is the second part of the 2-part approval process.



These steps start the test time.

- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: *Check the count of students waiting to* start testing above the table to make sure it matches the number of students in your room.

- 3. Click the Start Test button.
- 4. Click Yes to confirm.

To begin the test, say:

Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



START TIME _____ STOP TIME ____

Record the Session ID here: _

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.
- Complete the seating chart on the back of this manual.

After 25 minutes, say:

You have 35 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 30 minutes, say:

Please stop work. I'll now pause your test. Sit quietly until I announce the break.



Pause Session



In the TA Interface, click the **Pause Session** button, and acknowledge the warning, to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign-in screen of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign-in screen.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not possess a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

♦ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

We're now going to continue with Section 1. You have an additional 30 minutes remaining.

When everyone is ready, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**; then you should see a "Waiting for Approval" message. Once approved, navigate to the last question answered and resume testing. You'll now have the remainder of your time to work on this section.

Continue the Test

You'll complete both parts of the approval process with these steps below. Test time will resume after the final step.

- 1. When the Approvals button becomes active, open the **Approval Queue** and refresh the list until all students are listed there.
- Click the Admit Students button, and Yes to confirm—testing won't start yet.
- Open the Approval Queue again and refresh until all students are listed.
- 4. Click the Start Test button and Yes to confirm.

A The clock will start counting down and test timing will resume.

To continue the test, say:

Time starts now.



RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

30 MINUTES STANDARD TIME—EXTRA BI	REAK!

START TIME _____ STOP TIME ____

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 1, the Reading Test is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

I will now walk around and collect any scratch paper. Do not exit out of the secure browser.

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

IMPORTANT: Collect all scratch paper from each student, even if it appears unused or blank.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or possess any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

♦ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 2:

Writing and Language Test

STANDARD TIME WITH EXTRA BREAKS

(L) 35 Minutes



Set up the TA Interface for the Writing and Language Test

- 1. Click the Select Tests button.
- 2. Select PSAT 10 Writing and Language Test from the list of sections; click Start Session.
- Select Extra/Extended Breaks Standard Time from the Test Time and Breaks dropdown; click OK.
- 4. Post the new Session ID on the board.

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2.

As you did for the previous section, enter the **Session ID** posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.



When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval. [pause]

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. This won't start timed testing. If needed, refer to Part 1: Admit Students on page 67 for instructions.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about the test tools and features during the test by clicking the Question Mark icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When everyone is ready and before starting the test, say:

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

Some questions in this section consist of **only** the 4 answer options. Only the question number is shown above the options. In these cases, choose the option you think is the best choice in the context of the passage.

If you finish testing before section time ends, you may check your work in this section only.

Then say:

Once I start the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.

Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test on page 68 for instructions. This is the second part of the 2-part approval process.



A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME—EXTRA BREAKS

START TIME

STOP TIME_

Record the Session ID here: _

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Writing and Language Test is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students approved for time and one-half for math, turn to Script 3, Break Before Section 3 on page 82.
- For students approved for double time for math, turn to Script 4, Break Before Section 3 on page 94.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.



Break Before Section 3

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

♦ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

SECTION 3:

Math Test - No Calculator

STANDARD TIME WITH EXTRA BREAKS

25 Minutes



Set up the TA Interface for the Math Test – No Calculator

- 1. Click the Select Tests button.
- 2. Select PSAT 10 Math Test No Calculator from the list of sections: click Start Session.
- Select Extra/Extended Breaks Standard Time from the Test Time and Breaks dropdown; click OK.
- 4. Post the new Session ID on the board.

IMPORTANT: If a student has College Board approval to use a 4-function calculator on this portion of the Math Test as an accommodation, confirm that the handheld calculator they use isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.) The calculator tool will also be available for these students in the secure browser.

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 25 minutes to work on Section 3. We'll have a short break after the section is over.

As you did for the previous section, enter the **Session ID** posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. **This won't start timed testing**. If needed, refer to Part 1: Admit Students on page 67.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about test tools and features during the test by clicking the **Question Mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.



You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

If you finish testing before section time ends, you may check your work in this section only.

Then say:

Once I start the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the **Approval Queue** and start the test. If needed, refer to Part 2: Start Test on page 68 for instructions. This is the second part of the 2-part approval process.



A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME—EXTRA BREAKS

START TIME

STOP TIME

Record the Session ID here: _

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.
- Walk around the room to check that no calculators are on desks (unless a student has an accommodation to use a calculator).

Once time has expired for the test section, the TA Interface will display an alert message; click OK. Don't stop sessions early by clicking the Stop icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 3, the Math Test without Calculator is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

I'll walk around and collect your scratch paper.

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

IMPORTANT: Collect all scratch paper from each student, even if it appears unused or blank.

For the break, say:

We will stop now for a 5-minute break. For the break:

- If you brought a snack, you may eat it in designated areas only.
- As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom.
- Don't talk in the hallway, discuss the test questions with anyone, or possess any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

(7) 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.



SECTION 4:

Math Test - Calculator

45 MINUTES STANDARD TIME WITH EXTRA BREAKS

23 Minutes

5-Minute Break

22 Minutes

If your school is providing calculators to students, distribute them now.



Set up the TA Interface for the Math Test – Calculator

- 1. Click the Select Tests button.
- Select PSAT 10 Math Test Calculator from the list of sections; click Start Session.
- Select Extra/Extended Breaks Standard Time from the Test Time and Breaks dropdown; click OK.
- 4. Post the new Session ID on the board.

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 45 minutes to work on Section 4. We'll stop for a short break after 23 minutes, and then you'll continue with Section 4.

As you did for the previous section, enter the **Session ID** posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. **This won't start timed testing**. If needed, refer to Part 1: Admit Students on page 67.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about the test tools and features during the test by clicking the **Question Mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When all students are ready and before starting the test, say:

For this section you may use a calculator. If you brought a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. You also have access to the embedded calculator for this section. Click the **Calculator** icon in the toolbar to use this tool during the test.

If using a handheld calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Don't share or exchange your calculator.
- If you brought a backup calculator, keep it under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you don't have a backup calculator, you can use the embedded calculator in the toolbar. All math questions can be answered without a calculator.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

If you finish testing before section time ends, you may check your work in this section only.

Are there any questions? [pause]



Then say:

Once I start the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test on page 68 for instructions. This is the second part of the 2-part approval process.



⚠ Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



23 MINUTES STANDARD TIME — EXTRA BREAKS

STOP TIME_

Record the Session ID here: _

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

After 18 minutes, say:

You have 27 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 23 minutes, say:

Please stop work. I'll now pause your test. Sit quietly until I announce the break.



Pause Session



In the TA Interface, click the Pause Session button, and acknowledge the warning, to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click OK and you will be returned to the sign-in screen of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign-in screen.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not possess a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

⊘ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

We're now going to continue with Section 4. You have an additional 22 minutes remaining.

When everyone is ready, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes; then you should see a "Waiting for Approval" message. Once approved, navigate to the last question answered and resume testing. You'll now have the remainder of your time to work on this section.

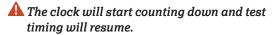




Continue the Test

You'll complete both parts of the approval process with these steps below. Test time will resume after the final step.

- When the Approvals button becomes active, open the Approval Queue and refresh the list until all students are listed there.
- 2. Click the **Admit Students** button, and **Yes** to confirm—testing won't start yet.
- **3.** Open the **Approval Queue** again and refresh until all students are listed.
- 4. Click the **Start Test** button and **Yes** to confirm.



To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



22 MINUTES STANDARD TIME—EXTRA BREAKS

START TIME

STOP TIME

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 4, the Math Test with Calculator is now complete. You should be on the secure browser signin screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

Proceed to After the Test on page 99.

SCRIPT 3: Time and One-Half

The following script is for time and one-half test takers. Begin with this script if you are testing students approved for time and one-half in reading, TTS format with Read Text Only setting, and EL time and one-half support. These students receive time and one-half for the entire test (unless also approved for another accommodation that gives them additional time, such as double time for math).

IMPORTANT: If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students approved to test with standard time and extra breaks). You will be instructed when to return to this script.

(so) If a student is using a scribe or a human reader, refer to Specific Formats Instructions on page 54.



Set Up the TA Interface for the Reading Test

IMPORTANT: If you haven't already read Begin Here on Test Day on page 55, please go back and do so now before returning to this script.

- 1. Select College Board PSAT 10.
- Select PSAT 10 Reading Test from the list of sections: click Start Session.
- Select Time and One-Half (+50%) from the Test Time and Breaks drop-down; click OK.
- 4. Post the Session ID exactly as it appears on the board.

IMPORTANT: You'll announce and post the Session ID for each test section as prompted by the testing script.

At this point, student devices should be on with the secure browser ready for their sign in.

Student's Screen: Secure Browser Sign In



IMPORTANT: If Chromebooks or iPads don't display the sign-in screen, refer back to Start the Digital Test on page 55 for instructions.

Give Preliminary Instructions

When all students are ready, say:

Please listen carefully to these instructions. Your computer should be on the secure browser sign-in screen. If you do not see the College Board logo on your screen, please raise your hand. [pause]

- Type your First Name and Registration Number exactly as they're printed on your test ticket.
- Type the **Session ID** exactly as it appears on the board. [read Session ID aloud]
- Click Sign In.

If you receive an error when trying to sign in, please raise your hand and I'll assist you. [pause]

If a student receives an error when signing in, ask them to reenter their name and registration number. Ensure the student enters their information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them reboot the device and launch the secure browser again. If there is a spare device available, immediately switch the device for the student. Any further issues should be escalated to the test coordinator.

After all students have signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name displayed is not your own, please raise your hand. [pause]

If the student name on the "Is This You?" page is incorrect, confirm the identity of the student. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can't be resolved.

IMPORTANT: Students will go through these screens for every section. Follow the same procedure if this issue arises in a later section.

Once everyone is ready, say:

Please sit quietly and wait for approval. Look up when you see the "Waiting for Approval" message.

If a student isn't waiting in your approval queue, make sure the student clicks **Yes** from the "Is This You?" page.

When everyone is ready and before approving all students, say:

For each section, you'll follow this same process for approval using your first name and registration number from your test ticket and a new Session ID. You won't be able to enter a section and begin the test until I approve you to do so. Before I approve everyone to begin testing, remember:

- Throughout this test administration you must listen to all directions for how to proceed.
- Don't exit or navigate away from the secure browser until your test is complete, or you could lose testing time.
- During testing, keep your eyes on your device only.
- If your device malfunctions while testing, raise your hand and I'll assist you.
- You'll have breaks during the test when you can leave the room to have a snack or use the restroom.

NOTE: Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

All students should now be waiting for your approval.





Part 1: Admit Students

This is the first part of the 2-part approval process. It won't start timed testing.

- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

- 3. Click the Admit Students button.
- 4. Click Yes to confirm.

TIP: If a student has a timing mismatch error or needs to be returned to the sign-in screen, click the red **X** next to their name to deny the student entry. Contact the test coordinator for students with timing mismatch errors.

If students are testing with TTS, say:

Now you should see the text-to-speech sound check. Please follow the onscreen instructions and make a selection at the bottom of the screen. You must confirm that your sound settings are set and functioning each time you enter the test. [pause]

Confirm students have completed the sound check, heard the voice, and made a selection (Works, Doesn't Work, or Skip). If a student has an issue that can't be resolved, contact your test coordinator.

Once you've admitted all students, say:

You're almost ready to begin. You should now see 3 sections of information on your screen. You may need to scroll down to find the Help Guide, which lists the test tools, buttons, and features available to you during the test. You can access this information during the test by clicking the **Question Mark** icon in the top right corner of your screen.

During the test you'll also have access to a clock tool. You can view or hide it by clicking on the **Clock** icon. It will begin to count down the time you have remaining in the section. When your time for that section is up, you'll be automatically exited from the test.

Are there any questions? [pause]

If students are using AT or TTS, say:

From this page, you may view your test and time settings. These are the test settings that you've been approved for. Confirm that your test settings are enabled there. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click **OK**. [pause]

If anything on the student test settings page is incorrect, the student should click **Go Back** at the bottom of the page and return to the sign-in screen. Contact your test coordinator immediately to determine if the student's accommodations were set correctly.

After you answer all questions, say:

Find the Terms and Conditions section on your screen and read what it says. You are agreeing to not share any test content with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanctions. These conditions are spelled out in the *PSAT 10 Student Guide for Digital Testing* and on the College Board website. When you have finished reading, click the box next to "I agree to the Terms and Conditions." [pause]

Then say:

Now click **Start**. You must select the checkbox in the Terms and Conditions for the **Start** button to be active.

Please place your test ticket to the side; you'll need to refer to it for the next test section. I'll collect the tickets once testing is finished.

You should now see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked the box to agree to the Terms and Conditions. Ask the student to click the box and then click **Start**.



SECTION 1:

Reading Test

90 MINUTES TIME AND ONE-HALF

45 Minutes

5-Minute Break

45 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 90 minutes to work on Section 1. We'll stop for a short break after 45 minutes, and then you'll continue with Section 1.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

If you finish testing before section time ends, you may check your work in this section only. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Test time will begin after I start the test and the test directions appear on your screen. If you finish testing before section time ends, please sit quietly and wait for further instruction. Remember, after the test has ended, no one may leave the room until I announce dismissal.

IMPORTANT: Time starts as soon as you start the test from the TA Interface.

Then say:

Once I start the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Part 2: Start Test

This is the second part of the 2-part approval process.

A These steps start the test time.

- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.
 - **TIP:** Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.
- 3. Click the Start Test button.
- 4. Click Yes to confirm.

To begin the test, say:

Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES TIME AND ONE-HALF

START TIME

STOP TIME

Record the Session ID here:

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.
- Complete the seating chart on the back of this manual.

After 40 minutes, say:

You have 50 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 45 minutes, say:

Please stop work. I'll now pause your test. Sit quietly until I announce the break.



Pause Session



In the TA Interface, click the **Pause Session** button, and acknowledge the warning, to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click OK and you will be returned to the sign-in screen of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign-in screen.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not possess a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.



⊘ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

We're now going to continue with Section 1. You have an additional 45 minutes remaining.

When everyone is ready, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**; then you should see a "Waiting for Approval" message. Once approved, navigate to the last question answered and resume testing. You'll now have the remainder of your time to work on this section.



Continue the Test

You'll complete both parts of the approval process with these steps below. Test time will resume after the final step.

- 1. When the Approvals button becomes active, open the **Approval Queue** and refresh the list until all students are listed there.
- Click the Admit Students button, and Yes to confirm—testing won't start yet.
- **3.** Open the **Approval Queue** again and refresh until all students are listed.
- 4. Click the Start Test button and Yes to confirm.

A The clock will start counting down and test timing will resume.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



TART TIME _____

STOP TIME

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 1, the Reading Test is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

I will now walk around and collect any scratch paper. Do not exit out of the secure browser.

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

IMPORTANT: Collect all scratch paper from each student, even if it appears unused or blank.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or possess any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.



Break Between Sections

Ö 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 2:

Writing and Language Test

TIME AND ONE-HALF





Set up the TA Interface for the Writing and Language Test

- 1. Click the Select Tests button.
- 2. Select PSAT 10 Writing and Language Test from the list of sections; click Start Session.
- Select Time and One-Half (+50%) from the Test Time and Breaks drop-down; click OK.
- 4. Post the new Session ID on the board.

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 53 minutes to work on Section 2.

As you did for the previous section, enter the **Session ID** posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval. [pause]

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. **This won't start timed testing**. If needed, refer to Part 1: Admit Students on page 78 for instructions.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about the test tools and features during the test by clicking the **Question Mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When everyone is ready and before starting the test, say:

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

Some questions in this section consist of **only** the 4 answer options. Only the question number is shown above the options. In these cases, choose the option you think is the best choice in the context of the passage.

If you finish testing before section time ends, you may check your work in this section only.

Then say:

Once I start the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.





Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test on page 79 for instructions. This is the second part of the 2-part approval process.



A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



53 MINUTES TIME AND ONE-HALF

START TIME_

STOP TIME

Record the Session ID here: _

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

Break Before Section 3

When the TA Interface alerts you that the testing session has ended, say:

You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

⊘ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

SECTION 3:

Math Test – No Calculator

TIME AND ONE-HALF

(L) 38 Minutes



Set up the TA Interface for the Math Test - No Calculator

- 1. Click the Select Tests button.
- 2. Select PSAT 10 Math Test No Calculator from the list of sections; click Start Session.
- 3. Select Time and One-Half (+50%) from the Test Time and Breaks drop-down; click OK.
- 4. Post the new Session ID on the board.

IMPORTANT: If a student has College Board approval to use a 4-function calculator on this portion of the Math Test as an accommodation, confirm that the handheld calculator they use isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.) The calculator tool will also be available for these students in the secure browser.

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 38 minutes to work on Section 3. We'll have a short break after the section is over.

As you did for the previous section, enter the **Session** ID posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.



When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. This won't start timed testing. If needed, refer to Part 1: Admit Students on page 78.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about test tools and features during the test by clicking the Question Mark icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

If you finish testing before section time ends, you may check your work in this section only. Are there any questions? [pause]

Then say:

Once I start the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test on page 79 for instructions. This is the second part of the 2-part approval process.



A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



38 MINUTES TIME AND ONE-HALF

STOP TIME

Record the Session ID here: _

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.
- Walk around the room to check that no calculators are on desks (unless a student has an accommodation to use a calculator).

Once time has expired for the test section, the TA Interface will display an alert message; click OK. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.



When the TA Interface alerts you that the testing session has ended, say:

Section 3, the Math Test without Calculator is now complete. You should be on the secure browser signin screen. If you don't see this screen, raise your hand. [pause]

I'll walk around and collect your scratch paper.

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

IMPORTANT: Collect all scratch paper from each student, even if it appears unused or blank.

For the break, say:

We will stop now for a 5-minute break. For the break:

- If you brought a snack, you may eat it in designated areas only.
- As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom.
- Don't talk in the hallway, discuss the test questions with anyone, or possess any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

♂ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 4: Math Test – Calculator

68 MINUTES TIME AND ONE-HALF



5-Minute Break

34 Minutes

If your school is providing calculators to students, distribute them now.



Set up the TA Interface for the Math Test – Calculator

- 1. Click the Select Tests button.
- Select PSAT 10 Math Test Calculator from the list of sections: click Start Session.
- Select Time and One-Half (+50%) from the Test Time and Breaks drop-down; click OK.
- 4. Post the new Session ID on the board.

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 8 minutes to work on Section 4. We'll stop for a short break after 34 minutes, and then you'll continue with Section 4.

As you did for the previous section, enter the **Session ID** posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. **This won't start timed testing**. If needed, refer to Part 1: Admit Students on page 78.



Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about the test tools and features during the test by clicking the Question Mark icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When all students are ready and before starting the test, say:

For this section you may use a calculator. If you brought a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. You also have access to the embedded calculator for this section. Click the Calculator icon in the toolbar to use this tool during the test.

If using a handheld calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Don't share or exchange your calculator.
- If you brought a backup calculator, keep it under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you don't have a backup calculator, you can use the embedded calculator in the toolbar. All math questions can be answered without a calculator.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

If you finish testing before section time ends, you may check your work in this section only.

Are there any questions? [pause]

Then say:

Once I start the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test on page 79 for instructions. This is the second part of the 2-part approval process.



A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



34 MINUTES TIME AND ONE-HALF

Record the Session ID here:

STOP TIME

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

After 29 minutes, say:

You have 39 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 34 minutes, say:

Please stop work. I'll now pause your test. Sit quietly until I announce the break.





Pause Session



In the TA Interface, click the Pause Session button, and acknowledge the warning, to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign-in screen of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign-in screen.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not possess a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

(7) 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

We're now going to continue with Section 4. You have an additional 34 minutes remaining.

When everyone is ready, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes; then you should see a "Waiting for Approval" message. Once approved, navigate to the last question answered and resume testing. You'll now have the remainder of your time to work on this section.

Continue the Test

You'll complete both parts of the approval process with these steps below. Test time will resume after the final step.

- 1. When the Approvals button becomes active, open the **Approval Queue** and refresh the list until all students are listed there.
- 2. Click the Admit Students button, and Yes to confirm—testing won't start yet.
- 3. Open the **Approval Queue** again and refresh until all students are listed.
- 4. Click the Start Test button and Yes to confirm.

📤 The clock will start counting down and test timing will resume.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



START TIME

STOP TIME

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will display an alert message; click OK. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 4, the Math Test with Calculator is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

Proceed to After the Test on page 99.



SCRIPT 4: Double Time

The following script is for double time test takers and for students using TTS with the Read Text Graphics setting. Use this entire script for students approved for double time in reading.

IMPORTANT: If you're testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students who have been approved to test with standard time and extra breaks). You'll be instructed when to return to this script.

(SSD) If a student is using a scribe or a human reader, refer to Specific Formats Instructions on page 54.

To all students, say:

Today you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 10 tomorrow.

IMPORTANT: When you complete your seating chart (while students are working on Section 1), be sure to also include student names. You'll need the names for seating students on Day 2 of testing.



IMPORTANT: If you haven't already read Begin Here on Test Day on page 55, please go back and do so now before returning to this script.

- 1. Select College Board PSAT 10.
- 2. Select PSAT 10 Reading Test from the list of sections; click Start Session.
- 3. Select **Double Time (+100%)** from the **Test Time and Breaks** drop-down; click **OK**.
- Post the Session ID exactly as it appears on the board.

IMPORTANT: You'll announce and post the Session ID for each test section as prompted by the testing script.

At this point, student devices should be on/open with the secure browser ready for their sign in.

Student's Screen: Secure Browser Sign In



IMPORTANT: If Chromebooks or iPads don't display the sign-in screen, refer back to Start the Digital Test on page 55 for instructions.

Give Preliminary Instructions

When all students are ready, say:

Please listen carefully to these instructions. Your computer should be on the secure browser sign-in screen. If you do not see the College Board logo on your screen, please raise your hand. [pause]

- Type your First Name and Registration Number exactly as they're printed on your test ticket.
- Type the Session ID exactly as it appears on the board. [read Session ID aloud]
- Click Sign In.

If you receive an error when trying to sign in, please raise your hand and I'll assist you. [pause]

If a student receives an error when signing in, ask them to reenter their name and registration number. Ensure the student enters their information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them reboot the device and launch the secure browser again. If there is a spare device available, immediately switch the device for the student. Any further issues should be escalated to the test coordinator.



After all students have signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name displayed is not your own, please raise your hand. [pause]

If the student name on the "Is This You?" page is incorrect, confirm the identity of the student. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can't be resolved.

IMPORTANT: Students will go through these screens for every section. Follow the same procedure if this issue arises in a later section.

Once everyone is ready, say:

Please sit quietly and wait for approval. Look up when you see the "Waiting for Approval" message.

If a student isn't waiting in your approval queue, make sure the student clicks **Yes** from the "Is This You?" page.

When everyone is ready and before approving all students, say:

For each section, you'll follow this same process for approval using your first name and registration number from your test ticket and a new Session ID. You won't be able to enter a section and begin the test until I approve you to do so. Before I approve everyone to begin testing, remember:

- Throughout this test administration you must listen to all directions for how to proceed.
- Don't exit or navigate away from the secure browser until your test is complete, or you could lose testing time.
- During testing, keep your eyes on your device only.
- If your device malfunctions while testing, raise your hand and I'll assist you.
- You'll have breaks during the test when you can leave the room to have a snack or use the restroom.

NOTE: Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

All students should now be waiting for your approval.



Part 1: Admit Students

This is the first part of the 2-part approval process. It won't start timed testing.

- **1.** Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

- Click the Admit Students button.
- Click Yes to confirm.

TIP: If a student has a timing mismatch error or needs to be returned to the sign-in screen, click the red \mathbf{X} next to their name to deny the student entry. Contact the test coordinator for students with timing mismatch errors.

If students are testing with TTS, say:

Now you should see the text-to-speech sound check. Please follow the onscreen instructions and make a selection at the bottom of the screen. You must confirm that your sound settings are set and functioning each time you enter the test. [pause]

Confirm students have completed the sound check, heard the voice, and made a selection (Works, Doesn't Work, or Skip). If a student has an issue that can't be resolved, contact your test coordinator.

Once you've admitted all students, say:

You're almost ready to begin. You should now see 3 sections of information on your screen. You may need to scroll down to find the Help Guide, which lists the test tools, buttons, and features available to you during the test. You can access this information during the test by clicking the **Question Mark** icon in the top right corner of your screen.

During the test you'll also have access to a clock tool. You can view or hide it by clicking on the **Clock** icon. It will begin to count down the time you have remaining in the section. When your time for that section is up, you'll be automatically exited from the test.

Are there any questions? [pause]



If students are using AT or TTS, say:

From this page, you may view your test and time settings. These are the test settings that you've been approved for. Confirm that your test settings are enabled there. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click OK. [pause]

If anything on the student test settings page is incorrect, the student should click **Go Back** at the bottom of the page and return to the sign-in screen. Contact your test coordinator immediately to determine if the student's accommodations were set correctly.

After you answer all questions, say:

Find the Terms and Conditions section on your screen and read what it says. You are agreeing to not share any test content with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanctions. These conditions are spelled out in the PSAT 10 Student Guide for Digital Testing and on the College Board website. When you have finished reading, click the box next to "I agree to the Terms and Conditions." [pause]

Then say:

Now click **Start**. You must select the checkbox in the Terms and Conditions for the **Start** button to be active.

Please place your test ticket to the side; you'll need to refer to it for the next test section. I'll collect the tickets once testing is finished.

You should now see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked the box to agree to the Terms and Conditions. Ask the student to click the box and then click Start.

SECTION 1: **Reading Test**

120 MINUTES DOUBLE TIME





60 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 120 minutes to work on Section 1. We'll stop for a short break after 60 minutes, and then you'll continue with Section 1.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

If you finish testing before section time ends, you may check your work in this section only. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Test time will begin after I start the test and the test directions appear on your screen. If you finish testing before section time ends, please sit quietly and wait for further instruction. Remember, after the test has ended, no one may leave the room until I announce dismissal.

IMPORTANT: Time starts as soon as you start the test from the TA Interface.

Then say:

Once I start the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Part 2: Start Test

This is the second part of the 2-part approval process.



A These steps start the test time.

- 1. Click the **Approvals** button on the TA Interface.
- 2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.
 - **TIP:** Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.
- Click the Start Test button.
- 4. Click Yes to confirm.



To begin the test, say:

Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES DOUBLE TIME

START TIME

STOP TIME

Record the Session ID here:

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.
- Complete the seating chart on the back of this manual.

After 55 minutes, say:

You have 1 hour and 5 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 60 minutes, say:

Please stop work. I'll now pause your test. Sit quietly until I announce the break.



Pause Session



In the TA Interface, click the Pause Session button, and acknowledge the warning, to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign-in screen of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign-in screen.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not possess a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

⊘ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

We're now going to continue with Section 1. You have an additional 60 minutes remaining.

When everyone is ready, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes; then you should see a "Waiting for Approval" message. Once approved, navigate to the last question answered and resume testing. You'll now have the remainder of your time to work on this section.



Continue the Test

You'll complete both parts of the approval process with these steps below. Test time will resume after the final step.

- 1. When the Approvals button becomes active, open the Approval Queue and refresh the list until all students are listed there.
- 2. Click the Admit Students button, and Yes to confirm—testing won't start yet.
- 3. Open the Approval Queue again and refresh until all students are listed.
- 4. Click the Start Test button and Yes to confirm.



The clock will start counting down and test timing will resume.

To continue the test, say:

Time starts now.

90



RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the Stop icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 1, the Reading Test is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

I will now walk around and collect any scratch paper. Do not exit out of the secure browser.

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

IMPORTANT: Collect all scratch paper from each student, even if it appears unused or blank.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or possess any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⊘ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 2:

Writing and Language Test

DOUBLE TIME

70 Minutes



Set up the TA Interface for the Writing and Language Test

- 1. Click the Select Tests button.
- 2. Select PSAT 10 Writing and Language Test from the list of sections; click Start Session.
- 3. Select **Double Time (+100%)** from the **Test** Time and Breaks drop-down; click OK.
- 4. Post the new Session ID on the board.

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 1 hour and 10 minutes to work on Section 2.

As you did for the previous section, enter the Session ID posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.



When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval. [pause]

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. This won't start timed testing. If needed, refer to Part 1: Admit Students on page 88 for instructions.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about the test tools and features during the test by clicking the Question Mark icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When everyone is ready and before starting the test, say:

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

Some questions in this section consist of **only** the 4 answer options. Only the question number is shown above the options. In these cases, choose the option you think is the best choice in the context of the passage.

If you finish testing before section time ends, you may check your work in this section only.

Then say:

Once I start the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test on page 89 for instructions. This is the second part of the 2-part approval process.



A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



70 MINUTES DOUBLE TIME

START TIME

STOP TIME

Record the Session ID here:

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 2, the Writing and Language Test is now complete. You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to be exited from the test and returned to the sign-in screen.

End of Day 1

Announce the end of Day 1 testing by saying:

We've completed testing for today. You'll take the rest of the test tomorrow. I'll now collect your test ticket and scratch paper. Please remain in your seats until I dismiss you.

Keep students seated until you have collected all materials. Collect all test materials, including any scratch paper, test tickets, translated test directions, or word-to-word dictionaries, from each student in the same order you distributed them.

Before continuing, fill in the time when students should report for testing on Day 2 in the next script.

When all materials have been accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet. Thank you for your cooperation.

When you return to the testing room tomorrow, remember to bring your acceptable calculator and pencils or pens. We begin Day 2 testing at

Please gather your belongings and exit the room quietly.

Return collected items to students. Store test materials securely until the second day of testing. Ensure all student computers are on the secure browser sign-in screen and that you have logged out of the TA Interface.

Day 2

Follow standard admission procedures, including procedures allowed by your school for collecting electronic devices. (See Collect Students' Personal Belongings on page 51.) Seat students in the same seats according to your seating chart from Day 1.

Preparing to Test

Before starting the script, check your room roster for students who need translated test directions and/or wordto-word dictionaries, and distribute them to those students.

When everyone is ready, say:

Welcome back! Now we're going to prepare to start the test.

Confirm Prohibited Devices Are Powered Off

Collection of personal belongings:

Most schools will be collecting students' phones, electronic devices, and/or backpacks. Read script (A) if this is the case in your school. Read script (B) if your school does not allow collection of students' belongings.

READ ONLY ONE OPTION

A If your school is collecting personal belongings, say:

By this time you should have turned in all phones and any other unauthorized electronic devices. If anyone still has an electronic device of any kind, including a smartwatch or fitness tracker, please disable any alarms, completely power it off, and turn it in to me now. It will be returned to you at the end of the test. [pause]

• **B** If your school does not allow collection of personal belongings, say:

At this time, if you have a phone or any other unauthorized electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

Allow time for students to turn in or put away any of these devices.

Confirm that Student Devices are Ready

At this point, student devices should be on/open with the secure browser ready for their sign in.





Then say:

Now we're going to prepare to start the test.

Please remove everything from your desk except your pencils or pens and calculator, if you have one.

If you have a backup calculator or extra batteries, drinks, or snacks, please put them under your desk as well. You may not share a calculator with another student at any time during the test or breaks. [pause]

Wait for students to finish putting items away.

Once everyone is ready, say:

Thank you. Please sit quietly while I take a moment to make sure everyone has an approved calculator. [pause]

As before, walk around to make sure no one has any unauthorized aids or devices on their desks.

Then say:

You may not share or exchange calculators at any time. If you have a calculator and backup calculator, put your calculators and extra batteries, drinks, or snacks under your desk now. You won't need them until a later section.

After desks are cleared of prohibited items, say:

Please sit quietly while I distribute your test tickets and scratch paper. When you receive your ticket, please check to make sure it is yours.

Give each student their test ticket from Day 1 and a sheet of scratch paper. Make sure each student receives the test ticket with their name printed on it. If you're unsure of the identity of the students, ask each student to present their ID to verify their name.

IMPORTANT: Proceed to Section 3: Math Test – No Calculator. Do not stop for the 5-minute break.

Break Before Section 3

When the TA Interface alerts you that the testing session has ended, say:

You should be on the secure browser sign-in screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

♂ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

SECTION 3:

Math Test - No Calculator

DOUBLE TIME

(L) 50 Minutes



Set up the TA Interface for the Math Test – No Calculator

- 1. Click the Select Tests button.
- 2. Select PSAT 10 Math Test No Calculator from the list of sections; click Start Session.
- 3. Select Double Time (+100%) from the Test Time and Breaks drop-down; click OK.
- 4. Post the new Session ID on the board.

IMPORTANT: If a student has College Board approval to use a 4-function calculator on this portion of the Math Test as an accommodation, confirm that the handheld calculator they use isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.) The calculator tool will also be available for these students in the secure browser.

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 50 minutes to work on Section 3. We'll have a short break after the section is over.



As you did for the previous section, enter the **Session ID** posted on the board and sign in to the secure browser.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. This won't start timed testing. If needed, refer to Part 1: Admit Students on page 88.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about test tools and features during the test by clicking the **Question Mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked Start at the bottom of the Help Guide and Test Settings page.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it. If you finish testing before section time ends, you may check your work in this section only. Are there any questions? [pause]

Then say:

Once I start the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the Approval Queue and start the test. If needed, refer to Part 2: Start Test on page 89 for instructions. This is the second part of the 2-part approval process.

A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES DOUBLE TIME

START TIME

STOP TIME

Record the Session ID here:

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.
- Walk around the room to check that no calculators are on desks (unless a student has an accommodation to use a calculator).

Once time has expired for the test section, the TA Interface will display an alert message; click OK. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.



When the TA Interface alerts you that the testing session has ended, say:

Section 3, the Math Test without Calculator is now complete. You should be on the secure browser signin screen. If you don't see this screen, raise your hand. [pause]

I'll walk around and collect your scratch paper.

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

IMPORTANT: Collect all scratch paper from each student, even if it appears unused or blank.

For the break, say:

We will stop now for a 5-minute break. For the break:

- If you brought a snack, you may eat it in designated areas only.
- As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom.
- Don't talk in the hallway, discuss the test questions with anyone, or possess any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⊘ 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume. $\,$

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat.

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 4:

Math Test - Calculator

90 MINUTES DOUBLE TIME

45 Minutes

5-Minute Break

45 Minutes

If your school is providing calculators to students, distribute them now.

(2)

Set up the TA Interface for the Math Test – Calculator

- 1. Click the Select Tests button.
- Select PSAT 10 Math Test Calculator from the list of sections; click Start Session.
- 3. Select **Double Time (+100%)** from the **Test Time and Breaks** drop-down; click **OK**.
- 4. Post the new Session ID on the board.

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 30 minutes to work on Section 4. We'll stop for a short break after 45 minutes, and then you'll continue with Section 4.

As you did for the previous section, enter the **Session** ID posted on the board and sign in to the secure browser

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Launch the **Approval Queue** and admit students. **This won't start timed testing**. If needed, refer to Part 1: Admit Students on page 88.



Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about the test tools and features during the test by clicking the Question Mark icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When all students are ready and before starting the test, say:

For this section you may use a calculator. If you brought a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. You also have access to the embedded calculator for this section. Click the Calculator icon in the toolbar to use this tool during the test.

If using a handheld calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Don't share or exchange your calculator.
- If you brought a backup calculator, keep it under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you don't have a backup calculator, you can use the embedded calculator in the toolbar. All math questions can be answered without a calculator.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

If you finish testing before section time ends, you may check your work in this section only.

Are there any questions? [pause]

Then say:

Once I start the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for you to start the test.



Start Test

Launch the **Approval Queue** and start the test. If needed, refer to Part 2: Start Test on page 89 for instructions. This is the second part of the 2-part approval process.



A Make sure all students are listed in your Approval Queue first. The clock will start counting down when you click the Start Test button.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

STOP TIME



45 MINUTES DOUBLE TIME

Record the Session ID here:

While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

After 40 minutes, say:

You have 50 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 45 minutes, say:

Please stop work. I'll now pause your test. Sit quietly until I announce the break.



Pause Session



In the TA Interface, click the **Pause Session** button, and acknowledge the warning, to pause test time.



Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click OK and you will be returned to the sign-in screen of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign-in screen.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not possess a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

(7) 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

During the break:

- Students should not exit out of the secure browser.
- Walk around the room to check that all student devices are on the secure browser sign-in screen.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

We're now going to continue with Section 4. You have an additional 45 minutes remaining.

When everyone is ready, say:

Now verify that your name appears on the "Is This You?" page. If so, click Yes; then you should see a "Waiting for Approval" message. Once approved, navigate to the last question answered and resume testing. You'll now have the remainder of your time to work on this section.

Continue the Test

You'll complete both parts of the approval process with these steps below. Test time will resume after the final step.

- 1. When the Approvals button becomes active, open the **Approval Queue** and refresh the list until all students are listed there.
- 2. Click the Admit Students button, and Yes to confirm—testing won't start yet.
- 3. Open the **Approval Queue** again and refresh until all students are listed.
- 4. Click the Start Test button and Yes to confirm.

A The clock will start counting down and test timing will resume.

To continue the test, say:

Time starts now.

START TIME

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

STOP TIME



While students are testing, do the following:

- Post the approximate start and stop times.
- Continue to monitor students' progress in the TA Interface.

Once time has expired for the test section, the TA Interface will display an alert message; click OK. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

Section 4, the Math Test with Calculator is now complete. You should be on the secure browser signin screen. If you don't see this screen, raise your hand. [pause]

If a student doesn't see the sign-in screen, they may still see the message stating that test time is expired, and should click **OK**. It may take up to a minute for students to see depending on network connectivity.

Proceed to After the Test on page 99.



After the Test

Dismissing Students

Before dismissing students, determine if any students need to complete the optional questionnaire.

When Testing Is Finished

Students who have finished testing may need to be dismissed in 2 groups—students who have completed the questionnaire (who should be dismissed first), and students who did not complete the questionnaire.

To all students, say:

If you still have not completed the questionnaire, please keep your test ticket and wait until I dismiss the other students. In a few minutes I'll help you complete this step.

For students who have completed the questionnaire, continue with the script below. When you have dismissed these students, return to Conduct the Preadministration Session on page 42 for any students who need to complete the questionnaire.

To students being dismissed, say:

I'll now collect your scratch paper and your test ticket. Please sit quietly until you're dismissed.

Walk around and collect test tickets and scratch paper from each student. Collect all scratch paper, even if it appears unused or blank.

- Keep students seated until you're sure you have each student's materials.
- Separate materials into 2 piles, 1 for scratch paper and 1 for the test tickets. Place them where students can't access them.

After all materials are accounted for, say:

In just a moment, I'm going to dismiss you. Remember: you must not, under any circumstances, take any test questions from the testing room or discuss them with anyone through any means, including email, text messages, or the internet.

To all students, say:

This test administration is now over. As you prepare to leave, please collect your personal belongings and exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and hard work.

IMPORTANT: Now return to Conduct the Preadministration Session on page 42 for any students remaining who need to complete the Questionnaire. Follow those instructions for when to return back here to finish their dismissal.

After Students Leave the Room

- Sign out of the TA Interface.
- Return all test materials and forms to the test coordinator, including:
 - Seating chart.
 - Test tickets from all students.
 - All scratch paper.
 - The Digital PSAT 10 Coordinator Manual.
 - The Digital Testing Room Quick Start Guide.
 - Completed IRs describing any testing irregularities.
 - Any EL supports used by your students.

Appendix

Overview of Timing and Breaks

TIMING AND BREAKS

	Section 1	Section 2	Section 3	Section 4	Total Time	Total Time
	Reading Test	Writing and Language Test	Math Test – No Calculator	Math Test – Calculator	(including breaks)	(without breaks)
Script 1 Standard Time	60 minutes	35 minutes	25 minutes	45 minutes	2 hours, 55 minutes	2 hours, 45 minutes
	5-min. break		5-min. break			
Script 2	30 minutes	35 minutes	25 minutes	23 minutes		
Standard Time with Extra Breaks	5-min. break 30 minutes			5-min. break	3 hours, 10 minutes	2 hours, 45 minutes
	5-min. break	5-min. break	5-min. break	22 minutes	10 mmates	
Script 3	45 minutes	53 minutes	38 minutes	34 minutes		
Time and One-Half (+50%)	5-min. break 45 minutes	-		5-min. break	4 hours, 34 minutes	4 hours, 9 minutes
	5-min. break	5-min. break	5-min. break	34 minutes		
Script 4	60 minutes	70 minutes	50 minutes	45 minutes	Day 1:	Day 1:
Double Time (+100%)	5-min. break			5-min. break	3 hours, 20 minutes	3 hours, 10 minutes Day 2: 2 hours,
	60 minutes	5-min. break		45 minutes	Day 2: 2 hours,	
	5-min. break	End of Day 1	5-min. break		30 minutes	20 minutes
Scripts 1* and 3 Combined	60 minutes	35 minutes	38 minutes	34 minutes		
Time and One-Half (+50%) for Math Only				5-min. break	3 hours, 41 minutes	3 hours, 21 minutes
	5-min. break	5-min. break	5-min. break	34 minutes		
Scripts 1* and 4 Combined	60 minutes	35 minutes	50 minutes	45 minutes		
Double Time (+100%) for Math Only				5-min. break	4 hours, 15 minutes	3 hours, 55 minutes
	5-min. break	5-min. break	5-min. break	45 minutes		

^{*}For students testing with standard time with extra breaks and extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.

PSAT 10 Script 1 Section Timing Chart for Standard Timing

Start Time	Section 1	Section 2	Section 3	Section 4
	60 minutes	35 minutes	25 minutes	45 minutes
:00	:00	:35	:25	:45
:01	:01	:36	:26	:46
:02	:02	:37	:27	:47
:03	:03	:38	:28	:48
:04	:04	:39	:29	:49
:05	:05	:40	:30	:50
:06	:06	:41	:31	:51
:07	:07	:42	:32	:52
:08	:08	:43	:33	:53
:09	:09	:44	:34	:54
:10	:10	:45	:35	:55
:11	:11	:46	:36	:56
:12	:12	:47	:37	:57
:13	:13	:48	:38	:58
:14	:14	:49	:39	:59
:15	:15	:50	:40	:00
:16	:16	:51	:41	:01
:17	:17	:52	:42	:02
:18	:18	:53	:43	:03
:19	:19	:54	:44	:04
:20	:20	:55	:45	:05
:21	:21	:56	:46	:06
:22	:22	:57	:47	:07
:23	:23	:58	:48	:08
:24	:24	:59	:49	:09
:25	:25	:00	:50	:10
:26	:26	:01	:51	:11
:27	:27	:02	:52	:12
:28	:28	:03	:53	:13
:29	:29	:04	:54	:14
:30	:30	:05	:55	:15
:31	:31	:06	:56	:16
:32	:32	:07	:57	:17
:33	:33	:08	:58	:18
:34	:34	:09	:59	:19
:35	:35	:10	:00	:20
:36	:36	:11	:01	:21
:37	:37	:12	:02	:22
:38	:38	:13	:03	:23
:39	:39	:14	:04	:24
:40	:40	:15	:05	:25
:41	:41	:16	:06	:26
:42	:42	:17	:07	:27
:43	:43	:18	:08	:28
:44	:44	:19	:09	:29
:45	:45	:20	:10	:30
:46	:46	:21	:11	:31
:47	:47	:22	:12	:32
:48	:48	:23	:13	:33
:49	:49	:24	:14	:34
:50	:50	:25	:15	:35
:51	:51	:26	:16	:36
:52	:52	:27	:17	:37
:53	:53	:28	:18	:38
:54	:54	:29	:19	:39
:55	:55	:30	:20	:40
:56	:56	:31	:21	:41
:57	:57	:32	:22	:42
:58	:58	:33	:23	:43
:59	:59	:34	:24	:44

PSAT 10 Script 2Section Timing Chart for Standard Time with Extra Breaks

Start Time	Section 1	Section 2	Section 3	Section 4	
	30 min break - 30 min.	35 minutes	25 minutes	23 min break - 22 min.	
:00	:30	:35	:25	:23	:22
:01	:31	:36	:26	:24	:23
:02	:32	:37	:27	:25	:24
:03	:33	:38	:28	:26	:25
:04	:34	:39	:29	:27	:26
:05	:35	:40	:30	:28	:27
:06	:36	:41	:31	:29	:28
:07	:37	:42	:32	:30	:29
:08	:38	:43	:33	:31	:30
:09	:39	:44	:34	:32	:31
:10	:40	:45	:35	:33	:32
:11	:41	:46	:36	:34	:33
:12	:42	:47	:37	:35	:34
:13	:43	:48	:38	:36	:35
:14	:44	:49	:39	:37	:36
:15	:45	:50	:40	:38	:37
:16	:46	:51	:41	:39	:38
:17	:47	:52	:42	:40	:39
:18	:48	:53	:43	:41	:40
:19	:49	:54	:44	:42	:41
:20	:50	:55	:45	:43	:42
:21	:51	:56	:46	:44	:43
:22	:52	:57	:47	:45	:44
:23	:53	:58	:48	:46	:45
:24	:54	:59	:49	:47	:46
:25	:55	:00	:50	:48	:47
:26	:56	:01	:51	:49	:48
:27	:57	:02	:52	:50	:49
:28	:58	:03	:53	:51	:50
:29	:59	:04	:54	:52	:51
:30	:00	:05	:55	:53	:52
:31	:01	:06	:56	:54	:53
:32	:02	:07	:57	:55	:54
:33	:03	:08	:58	:56	:55
:34	:04	:09	:59	:57	:56
:35	:05	:10	:00	:58	:57
:36	:06	:11	:01	:59	:58
:37	:07	:12	:02	:00	:59
:38	:08	:13	:03	:01	:00
:39	:09	:14	:04	:02	:01
:40	:10	:15	:05	:03	:02
:41	:11	:16	:06	:04	:03
:42	:12	:17	:07	:05	:04
:43	:13	:18	:08	:06	:05
:44	:14	:19	:09	:07	:06
:45	:15	:20	:10	:08	:07
:46	:16	:21	:11	:09	:08
:47	:17	:22	:12	:10	:09
:48	:18	:23	:13	:11	:10
:49	:19	:24	:14	:12	:11
:50	:20	:25	:15	:13	:12
:51	:21	:26	:16	:14	:13
:52	:22	:27	:17	:15	:14
:53	:23	:28	:18	:16	:15
:54	:24	:29	:19	:17	:16
:55	:25	:30	:20	:18	:17
:56	:26	:31	:21	:19	:18
:57	:27	:32	:22	:20	:19
:58	:28	:33	:23	:21	:20
:59	:29	:34	:24	:22	:21

PSAT 10 Script 3 Section Timing Chart for Time and One-Half (+50%)

Start Time	Section 1	Section 2	Section 3	Section 4
	45 min break - 45 min.	53 minutes	38 minutes	34 min break - 34 min.
:00	:45	:53	:38	:34
:01	:46	:54	:39	:35
:02	:47	:55	:40	:36
:03	:48	:56	:41	:37
:04	:49	:57	:42	:38
:05	:50	:58	:43	:39
:06	:51	:59	:44	:40
:07	:52	:00	:45	:41
:08	:53	:01	:46	:42
:09	:54	:02	:47	:43
:10	:55	:03	:48	:44
:11	:56	:04	:49	:45
:12	:57	:05	:50	:46
:13	:58	:06	:51	:47
:14	:59	:07	:52	:48
:15	:00	:08	:53	:49
:16	:01	:09	:54	:50
:17	:02	:10	:55	:51
:18	:03	:11	:56	:52
:19	:04	:12	:57	:53
:20	:05	:13	:58	:54
:21	:06	:14	:59	:55
:22	:07	:15	:00	:56
:23	:08	:16	:01	:57
:24	:09	:17	:02	:58
:25	:10	:18	:03	:59
:26	:11	:19	:04	:00
:27	:12	:20	:05	:01
:28	:13	:21	:06	:02
:29	:14	:22	:07	:03
:30	:15	:23	:08	:04
:31	:16	:24	:09	:05
:32	:17	:25	:10	:06
:33	:18	:26	:11	:07
:34	:19	:27	:12	:08
:35	:20	:28	:13	:09
:36	:21	:29	:14	:10
:37	:22	:30	:15	:11
:38	:23	:31	:16	:12
:39	:24	:32	:17	:13
:40	:25	:33	:18	:14
:41	:26	:34	:19	:15
:42	:27	:35	:20	:16
:43	:28	:36	:21	:17
:44	:29	:37	:22	:18
:45	:30	:38	:23	:19
:46	:31	:39	:24	:20
:47	:32	:40	:25	:21
:48	:33	:41	:26	:22
:49	:34	:42	:27	:23
:50	:35	:43	:28	:24
:51	:36	:44	:29	:25
:52	:37	:45	:30	:26
:53	:38	:46	:31	:27
:54	:39	:47	:32	:28
:55	:40	:48	:33	:29
:56	:41	:49	:34	:30
:57	:42	:50	:35	:31
	:43	:51	:36	:32
:58	*43	:51	136	• • • • • • • • • • • • • • • • • • • •

PSAT 10 Script 4Section Timing Chart for Double Time (+100%)

Start Time	Section 1	Section 2	Section 3	Section 4
	60 min break - 60 min.	70 minutes	50 minutes	45 min break - 45 min.
:00	:00	:10	:50	:45
:01	:01	:11	:51	:46
:02	:02	:12	:52	:47
:03	:03	:13	:53	:48
:04	:04	:14	:54	:49
:05	:05	:15	:55	:50
:06	:06	:16	:56	:51
:07	:07	:17	:57	:52
:08	:08	:18	:58	:53
:09	:09	:19	:59	:54
:10	:10	:20	:00	:55
:11	:11	:21	:01	:56
:12	:12	:22	:02	:57
:13	:13	:23	:03	:58
:14	:14	:24	:04	:59
:15	:15	:25	:05	:00
:16	:16	:26	:06	:01
:17	:17	:27	:07	:02
:18	:18	:28	:08	:03
:19	:19	:29	:09	:04
:20	:20	:30	:10	:05
:21	:21	:31	:11	:06
:22	:22	:32	:12	:07
:23	:23	:33	:13	:08
:24	:24	:34	:14	:09
:25	:25	:35	:15	:10
:26	:26	:36	:16	:11
:27	:27	:37	:17	:12
:28	:28	:38	:18	:13
:29	:29	:39	:19	:14
:30	:30	:40	:20	:15
:31	:31	:41	:21	:16
:32	:32	:42	:22	:17
:33	:33	:43	:23	:18
:34	:34	:44	:24	:19
:35	:35	:45	:25	:20
:36	:36	:46	:26	:21
:37	:37	:47	:27	:22
:38	:38	:48	:28	:23
:39	:39	:49	:29	:24
:40	:40	:50	:30	:25
:41	:41	:51	:31	:26
:42	:42	:52	:32	:27
:43	:43	.52 :53	:33	:28
:43				
	:44	:54	:34	:29
:45	:45	:55	:35	:30
:46	:46	:56	:36	:31
:47	:47	:57	:37	:32
:48	:48	:58	:38	:33
:49	:49	:59	:39	:34
:50	:50	:00	:40	:35
:51	:51	:01	:41	:36
:52	:52	:02	:42	:37
:53	:53	:03	:43	:38
:54	:54	:04	:44	:39
:55	:55	:05	:45	:40
:56	:56	:06	:46	:41
:57	:57	:07	:47	:42
				,T4
:58	:58	:08	:48	:43

Acceptable Calculators

The following calculators are acceptable for use on the Math Test – Calculator. Only this test permits the use of a calculator (unless a student has an approved accommodation). This list doesn't include every calculator model. Call PSAT 10 Support if you aren't sure about a calculator that's not on this list.

- All scientific calculators, which can perform complex mathematical functions but don't
 have a graphing feature, are acceptable as long as they don't have any prohibited features
 given under Unacceptable Calculators.
- All 4-function calculators are acceptable but not recommended.

CASIO		SHARP	
FX-6000 series	CFX-9800 series	EL-5200	EL-9600 series (Using the
FX-6200 series	CFX-9850 series	EL-9200 series	stylus is not permitted.)
FX-6300 series	CFX-9950 series	EL-9300 series	EL-9900 series
FX-6500 series	CFX-9970 series	TEXAS INSTRUMENTS	
FX-7000 series	FX 1.0 series	TI-73	TI-86
FX-7300 series	Algebra FX 2.0 series	TI-80	TI-89
FX-7400 series	FX-CG-10	TI-81	TI-89 Titanium
FX-7500 series	FX-CG-20 series	TI-82	TI-Nspire
FX-7700 series	FX-CG-50	TI-83/TI-83 Plus	TI-Nspire CX
FX-7800 series	FX-CG-500 (Using the stylus	TI-83 Plus Silver	TI-Nspire CM-C
FX-8000 series	is not permitted.)	TI-84 Plus	TI-Nspire CAS
FX-8500 series	Graph25 series	TI-84 Plus CE	TI-Nspire CX CAS
FX-8700 series	Graph35 series	TI-84 Plus Silver	TI-Nspire CM-C CAS
FX-8800 series	Graph75 series	TI-84 Plus C Silver	TI-Nspire CX-C CAS
FX-9700 series	Graph95 series	TI-84 Plus CE-T	TI-Nspire CX II
FX-9750 series	Graph100 series	TI-84 Plus T	TI-Nspire CX II-T
FX-9860 series		TI-84 Plus CE Python	TI-Nspire CX II CAS
HEWLETT-PACKARD		TI-84 Plus CE-T Python	TI-Nspire CX II-T CAS
HP-9G	HP-48 series	Edition	TI-Nspire CX II-C CAS
HP-28 series	HP-49 series	TI-85	
HP-38G	HP-50 series	RADIOSHACK	
HP-39 series	HP Prime	EC-4033	EC-4037
HP-40 series		EC-4034	
		OTHER	
		Datexx DS-883	NumWorks
		Micronta	Smart ²

Unacceptable Calculators

Students are not allowed to use any of the following calculators, unless specifically approved in SSD Online as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator isn't permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad).

Sample Master Student List

Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	P=present A=absent M=moved X=no entry	Accommodated? Y=Yes N=No	EL Support Type	Language	Staff Assigned
1 Jones	Anita		3/5/2006	999888777	Р	N			A. Teacher
2 Smith	Terry	0	10/15/2005	000111222	Α	N			B. Proctor
3 Brown	Robert		2/15/2006	666444555	Р	N			A. Teacher
4 Ramirez	Juan	J	9/1/2006	0007024797	P	Υ	50% XT; translated directions	Spanish	S. Scholar
5 Szymanski	Ella		8/12/2006	0007025799	Р	Υ			M. Coordinator
6 North	Adrian		11/30/2005	0007025788	P	N			T. Coach
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
16									
16 17									

Sample Nonstandard Administration Report (NAR)

The NAR will include a summary of students with their SSD numbers, followed by a list of the students with accommodations who will test on the primary test date. If applicable, the primary test date list will be followed by another section that provides a list of students with accommodations who will complete testing during the accommodated testing window. If applicable, any students with SAAs who will test during the accommodated testing window will be listed last. The NAR will also provide additional instructions for testing students with accommodations. The sample below shows a page from a NAR showing 2 of these groups of accommodated students.

SECTION 2 - STUDENTS WHO CAN COMPLETE THE TEST OVER THE ACCOMMODATED TESTING WINDOW

Information about window testing:

- All students in this section are eligible to complete testing during the accommodated testing window. Testing can begin as early as the primary test date and can extend through the timeline indicated in your Coordinator Manual.
- · All students testing over two days should complete their testing on the next consecutive day within the window whenever possible. If a student is absent on the second day, they can resume testing on the day they return to school.

Instructions:

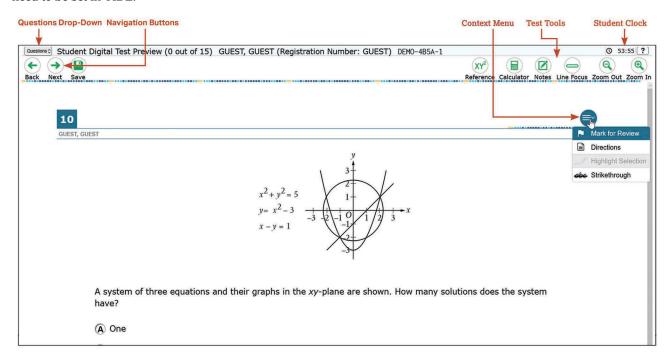
- · Work with the test coordinator to identify which testing rooms students will be assigned to before the test day.
- Students with the same **testing group** can be tested together. Be sure to place students with different **testing groups** into separate rooms.
 - Note: Students in the following testing groups cannot test together and must test in their own, individual room (1:1 setting): SB1, SB2, SB3, SB4, SB15 and SB28. For example, if you have 4 students in group SB1, you will need 4 rooms for them (one for each student).
- If your school is using testing room codes, your test coordinator will provide you with the three-digit code for each of your testing rooms. Write in the testing room code and Proctor assigned to each student/group.
- On test day, mark an "A" next to any student who is absent.
- · Test scripts are located in your SAT School Day Accommodated Testing Manual. All staff will BEGIN reading from the section labeled "SAT Scripts for Testing Accommodated Students" and then PROGRESS to the script name listed for each student on your roster.
- · Refer to the Appendix for any additional instructions and a description of the script name listed on the roster.

Testing Group	Last Name, First Name (Mark A if absent on test day)	Approved Accommodations	Test Type	Test Book Color	One or two day testing	Script Name	Testing Room Code and Proctor
SB19	Elfral, Malvea SSD #0007025886	Large Print Test Book - 20 point , Braille Writer , Preferential seating	SAT	Blue	One day	Script 1	
Additional Instructions		Braille Writer: Test linkraml; Preferential seating: Front of room Refer to Appendix for instructions for the following accommodations: Braille Writer					
SB45	Gena, Alvis SSD #0007025910	Extended Breaks , Reading +100% (double time) , Preferential seating	SAT with Essay	Blue	Two days	Script 4	

Student Digital Testing Tools

Secure Browser Features for Students

The secure browser offers built-in tools to support a student's digital testing experience. These tools are optional and can be used at the student's discretion. These tools don't need to be set in TIDE.



Tool Name		Description
Calculator for Math Test – Calculator only)		An embedded calculator for calculator-allowed questions. It appears when students click on the calculator button. A 4-function calculator is available in the Math Test – No Calculator section for students with prior approval.
Context Menu		This menu allows students to access test directions and tools such as the highlighter, strikethrough, and mark for review.
Expand Button	$ \leftarrow \rightarrow $	A feature that allows students to expand a passage section or the question section for easier readability.
Highlighter	Highlight Selection	A feature for marking text, test questions, or response options with a color.
Line Focus		A feature that students can use as a guide when reading text.
Mark for Review	P	A tool that allows students to flag questions for future review during the assessment.
Navigation Buttons	€ →	Buttons that allow students to move between test pages, either forward to the next question or back to the previous question.
Notes		A feature that students can use as virtual scratch paper to make notes.
Questions Drop-Down List	Questions \$	A list that allows students to quickly navigate to specific test questions. Questions that were marked for review display a flag in this list.
Reference	XY²	A feature that allows students to view standard mathematical formulas for reference.
Strikethrough	abc	A feature that students may use to eliminate those answer choices that seem incorrect.
Student Clock	() 49:09	Displays the amount of time allowed for the test section. Upon starting the test, the student clock will begin to count down. At 5 minutes remaining, the student clock will turn red and provide a pop-up warning message.
Zoom In/Zoom Out	(Q)(Q)	A feature that allows students to change the display size of the text and images on the screen.

Digital Testing Tools for Students with Accommodations

Some test settings and tools that are associated with accommodations require activation before the student can use them in the secure browser. The accommodations require the SSD coordinator to manage students' tests under the **Test Settings and Tools** tab in TIDE. These accommodations settings and tools are identified in the following tables.

Accommodation	Description	Valid Value(s)
Test Time and Breaks	Various timing and breaks scenarios based on approved	Standard Time
	accommodation.	Time and One-Half (+50%)
	No self-pacing; students must sit for the entire duration of extended time requested.	■ Double Time (+100%)
	Students approved for extended time for reading must receive extended time on all sections of the test	More than Double Time (>+100%)
		Extra/Extended Breaks – Standard Time

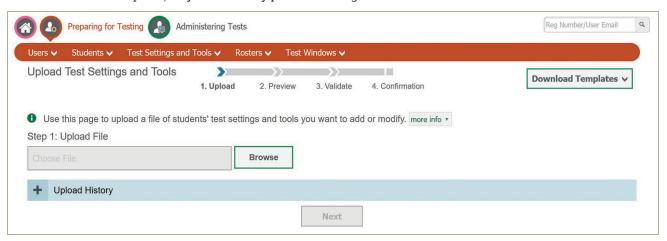
Accommodation	Description	Valid Value(s)
Reading/Seeing Text		
TTS/AT Digital alternative to MP3, Human Reader, and ATC formats	TTS allows the test to be read aloud: Select read text only or read text and graphics based on student's documented need. AT enables the use of AT software and hardware (e.g., screen readers, refreshable braille devices, etc.).	 TTS (Read Text Only) TTS (Read Text and Graphics) AT: JAWS, NVDA, Braille Display, etc.
Zoom/Font Size	Sets font size for presentation of test content.	 Level 0 12 pt. (No zoom applied) Level 1 24 pt. Level 2 31 pt. Level 3 41 pt. Level 4 51 pt. Level 5 85 pt. Level 6 172 pt. Level 7 229 pt. Level 8 340 pt.

Accommodation	Description	Valid Value(s)
Reading/Seeing Text		
Color Contrast	Displays the test with a different background or font color.	 None/Black on White Inverted (White on Black) Black on Cream Blue Light Blue Gray Light Gray Medium Gray on Light Gray Green Light Green Magenta Light Magenta Yellow Light Yellow Yellow on Blue White on Navy
Mouse Pointer	Adjusts the mouse/cursor to match color and size preferences.	 System Default Large Black Extra Large Black Large Green Extra Large Green Large Red Extra Large Red Large Yellow Extra Large Yellow Large White Extra Large White
Streamlined Mode	Questions are presented sequentially without a split screen.	ON OFF
Permissive Mode	Allows students with AT software and/or hardware to integrate with the secure browser.	ON OFF
Accommodation	Description	Valid Value(s)
4-Function Calculator	Allows students to use the basic online 4-function calculator on the Math Test – No Calculator section.	ON OFF

Manage Student Test Settings in TIDE

Test Settings via File Upload

A file upload allows you to work with multiple student settings at one time. When using a file upload to modify student test settings, you must manually modify the attributes for each student before the upload can be processed. TIDE applies validation rules which will not allow you to save any test settings until attributes are selected for each student. Attributes indicate if a student is taking a test with College Board Approved Accommodations, State Allowed Accommodations, Non-Embedded Accommodations or English Learner Supports. If students have had other test settings modified and are included in a new file upload, they will have any previous settings overwritten.



To upload student test settings:

- 1. Sign in to TIDE via digitaltesting.collegeboard.org.
- 2. Click the Test Settings and Tools task menu, then Upload Test Settings and Tools.
- Download either the Excel or .csv template from the Download Templates drop-down menu. You can use this template file to enter student settings.
- **4.** Open the file in a spreadsheet application or text editor, and add a row for each test setting you want to add or modify. Save the file on your computer.
- **5.** On the Upload Test Settings and Tools page, click **Browse** and navigate to the upload file you created. Click **Next**.
- 6. Preview the file and click Next.
- Validate that the file has the correct values. If the file has the correct values, click
 Continue with Upload. Otherwise, click Upload Revised File and repeat steps 1–7.
- 8. You'll receive a confirmation that your records have been submitted.

Entering Student Settings into the Template

Each row represents 1 test setting for 1 student. One or multiple rows can be entered. The first column should include the student's registration number, which can be found in TIDE. The following columns list the test subject, tool name, and value for the tool specified. Appropriate values will be auto-generated in drop-down menus for columns B–D of your uploaded template file. Refer to the *Guide for Adjusting Test Settings in TIDE for Accommodations and Supports* at **digitaltesting.collegeboard.org/resources** for a detailed list of test settings and their corresponding tool names and values.

In the Excel template, the accommodations must be entered for each section separately. For accommodations that apply for the entire test, you must enter a row for each section, including the PSAT 10 questionnaire. See example below:

À	Α	В	C	D
1	Registration Number	Test	Tool Name	Value
2	999999001	0 - Questionnaire	Text-to-Speech/Assistive Technology	TTS (Read Text and Graphics)
3	999999001	1 - Reading Test	Text-to-Speech/Assistive Technology	TTS (Read Text and Graphics)
4	999999001	2 - Writing and Language Test	Text-to-Speech/Assistive Technology	TTS (Read Text and Graphics)
5	999999001	3 - Math Test - No Calculator	Text-to-Speech/Assistive Technology	TTS (Read Text and Graphics)
6	999999001	4 - Math Test - Calculator	Text-to-Speech/Assistive Technology	TTS (Read Text and Graphics)
7	999999001	1 - Reading Test	Test Time and Breaks	Double Time (+100%)
8	999999001	2 - Writing and Language Test	Test Time and Breaks	Double Time (+100%)
9	999999001	3 - Math Test - No Calculator	Test Time and Breaks	Double Time (+100%)
10	999999001	4 - Math Test - Calculator	Test Time and Breaks	Double Time (+100%)

This example of a student settings upload file displays the selected test setting for a student with the registration number 999999001. For this student's PSAT 10 test, each of the subject sections are included in column B, TTS/AT has been selected with the corresponding "TTS (Read Text and Graphics)" value, and the timing has been set to "Double Time (+100%)." Note that the questionnaire does not have a timing value because it is an untimed section. If you need to upload multiple test settings for 1 student, please use 1 row for each test setting, ensuring that all test settings for 1 student occupy consecutive rows.

NOTE: If your file contains a large number of records, TIDE processes it offline and sends you a confirmation email when complete. While TIDE is validating the file, don't press **Cancel** as TIDE may have already started processing some of the records.

Guide to Accommodation Alternatives for Digital Testing Mode

Student accommodations should be consistent with the accommodations they use for taking assessments in school. Some students may test with accommodations that don't apply to a digital test. If this is the case, the student may either choose to opt out of testing in the digital mode and use a paper-based test, or they may choose to test with the digital alternatives listed below. The digital alternatives should be considered in consultation with the student and family.

Students taking the test with accommodations, especially those with AT devices, should pretest the device in the secure browser with the Student Digital Test Preview prior to test day to ensure everything works. Please work with your school's SSD coordinator and the student to determine which accommodation option(s) the student will use on test day.

If the digital accommodation supports within the Student Digital Test Preview do not meet the student's testing needs, the test coordinator or SSD coordinator will arrange for alternate accommodation supports (e.g., paper test book, human reader, etc.). Students taking the digital assessment, including those with accommodations, will test in the secure browser with the digital alternatives listed in the below table.

Digital Alternatives

DIGITAL ALTERNATIVES		
SSD Accommodation	Digital Alternative	Room Type
 Assistive Technology–Compatible (ATC) Test Form 	AT (JAWS, NVDA, Braille Display, etc.)	Accommodated
 Assistive Technology 		
 Braille with Raised Line Drawings 		
Braille Writer		
Raised Line Drawings ¹		
 Pre-recorded Audio (MP3 via streaming) Human Reader 	TTS (Read Text and Graphics) with Double Time or TTS (Read Text Only) with Time and One-Half	Accommodated
Breaks: Extra, Extended, As Needed	Test Time and Breaks	Accommodated
■ Large-Print Test Book - Other	Zoom Font Size	Standard (if no extended time
 Large-Print (Large-Block) Answer Sheet 		accommodation)
 Magnification Device (electronic/ nonelectronic) 		
Colored Overlay	Color Contrast (18 available options)	Standard (if no extended time accommodation)
4-Function Calculator	4-Function Calculator (Desmos Online)	Standard (if no extended time accommodation)
Other: Linear Presentation	Streamlined Mode	Standard (if no extended time accommodation)
Other: Pointing Device	Mouse Pointer	Standard (aligned with Color Contrast and Zoom)

¹ Raised Line Drawings should be ordered when using screen readers and/or refreshable braille devices.

Photo ID Requirements

Acceptable IDs

ID Requirements

Photo IDs aren't required for PSAT 10 testing unless a student is testing at a school they don't attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2020-21 is valid through December 31, 2021, and is **not** acceptable for spring 2022 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text and a clearly visible photo.

Examples of Acceptable ID

- Government issued driver's license or non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card

Unacceptable IDs

Types of Identification to Reject

- Any document that doesn't meet the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photograph
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card

Irregularity Chart

IMPORTANT: When you fill out an IR for an irregularity that takes place in the testing room (such as illness), tell the relevant student(s) that a report will be submitted.

Irregularity

What you should do

How to fill out the IR

Test Site Issues

Test site closing/ cancellation of testing



Call PSAT 10 Support immediately. In the event of a storm, power failure, or other emergency that requires cancellation before test day:

- Notify your principal or district.
- Notify campus/building security.
- Notify students of the cancellation.

No IR is required.

Suspension of testing due to active threat

Contact law enforcement immediately.

If faced with an active threat such as bomb threat, active shooter, any threatening behaviors including those involving a firearm or weapon, or if student brings a firearm to a test site:

- Follow your school's procedures for lockdown or evacuation.
- Once the situation is safe, follow all procedures under "Interruption" to ensure student and staff safety and to secure materials.

Important: Weapons don't include religious items (e.g., Kirpan), or small pocket/army knives or multitools. Explain circumstances and impact of issue and section(s) affected.

On Page 2, Section 6, Group Irregularities Information, bubble "Test site environment issue."

Interruption



Call PSAT 10 Support if the interruption (e.g., fire alarm) can't be resolved.

- Provide clear instructions for staff and student safety if fire alarm, power failure, etc., occurs.
- Direct students not to talk or use electronic devices.
- Monitor students if they must leave the testing room. Keep them together in a group and don't allow them to go to their lockers. Ensure that the room is locked if everyone must leave.
- If possible while maintaining safety, click the Stop icon to stop the session and tell the students to sit quietly until instructed further.
 - Note the stop time and inform students that the testing time will be adjusted.
- If you're able to resume testing, return to the interrupted section—don't return to any previously completed sections.
 - Create a new session from the TA Interface and share the new Session ID so students can sign in again and resume testing.
 - The proctor's clock will display the full time for the test section; however, the student's clock will reflect the student's accurate remaining time.
 - When all students have completed the test with their allotted time, the session will automatically end.

Note the source, length, and impact of the interruption and the section(s) affected.

Bubble Page 2, Section 6—"Disturbance/ interruption." List the affected students in Section 10.

What you should do

How to fill out the IR

Incorrect, Missing, Damaged, or Defective Materials

Materials missing or damaged



Call the Office of Testing Integrity immediately if the missing materials are paper tests (accommodated materials). If any nontest materials are missing or damaged, contact your test coordinator. You may download and print missing materials such as coordinator manuals and quick start guides from digitaltesting.collegeboard.org/resources. If you are unable to do so, call PSAT 10 Support.

Note any such irregularity.

On Page 2, Section 6, Group Irregularities Information, bubble "Missing materials."

Missing test materials



Call the Office of Testing Integrity immediately if the missing materials are any paper test, or nonstandard materials (e.g., test books or answer sheets). If the missing materials are paper test materials:

- Wait until a scheduled break or the end of the testing session to account for the missing materials.
- Do not allow any student to leave the testing room until materials are accounted for.
- If materials aren't located, put a monitor in charge of the testing room and contact the test coordinator.

Note the type of materials and the actions taken to locate the missing materials.

On Page 2, Section 6, Group Irregularities Information, bubble "Missing materials." List the affected students in Section 10.

Security Violations/Student Misconduct

Student leaves during test

- If a student is leaving due to illness, see the Irregularity Chart entry for "Illness."
- If a student is leaving to use the restroom, permit student to leave testing room temporarily. Make sure the student's test is navigated to the next unanswered question. Do not allow extra testing time. Recheck the ID of any student you don't know who left the room for a break.
- If a student is leaving for another reason, if warranted, permit student to leave without completing test.

Identify student, test section, last question number completed, and reason for leaving. On Page 2, Section 7, Test Admin Issue, bubble "Student left early/left without permission." Enter any additional information in the Comments section on Page 3.

Use or possession of test content/



Call PSAT 10 Support immediately.

What you should do

If a student is observed accessing, distributing, or in possession of test content, including answer keys or images of test pages at any time at the test site, including during breaks, collect as much evidence as possible:

- Collect the device, answer key, or other prohibited aid.
- Follow procedures to dismiss the student from the testing room:
 - Inform student that you must write up the incident and that their scores will be invalidated.
 - Pause their test from the Actions column of the TA Interface, collect their test ticket and scratch paper, and dismiss the student. Do not allow them back in the testing room.
- Before returning any devices to the student, the test coordinator should:
 - Determine if images of test content were captured and/or distributed.
 - Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.
 - After collecting evidence, ensure any test content is deleted before the device is returned to the student.
- Do not return any written answer keys to the student.
 Any written answer keys and/or images of answer keys should be sent to OTI for investigation and analysis.

How to fill out the IR

On Page 2, Section 7, Test Admin Issue, bubble "Student gave or received help" or "Student used a phone or other prohibited device, or it made noise." Describe the incident and any evidence in detail in the Comments section.

On Page 2, Section 7, Action Taken, bubble "Dismissed," indicating student was dismissed.

Noise or disturbance by prohibited devices

Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.

If a student's prohibited device makes noise or creates a disturbance while in their own possession:

Follow the instructions in this chart under "Observed with prohibited devices."

If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk:

- This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student's possession.
- The proctor should turn off the phone to prevent additional disturbances during testing.
- The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.
- You do not need to report these actions on an IR.

An IR is not needed for an initial warning. (If other students are affected and the disturbance lasts longer than 1 minute, follow the instructions for "Disturbance or other distractions." If you dismiss the student, identify them and note the source, length, and impact of the disturbance.

What you should do

How to fill out the IR

Observed with prohibited devices

Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed.

If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:

- Tell the student to hand it to you immediately.
- Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.
- If test content is detected on the device, follow instructions under "Use or possession of test content/ answers" to collect and inspect any prohibited aids or electronic devices.
- Pause the student's test from the Actions column in the TA Interface, collect the test ticket and scratch paper, and dismiss the student to a monitored area until after the test. Do not readmit the student to the testing room.

Test coordinator: If you suspect that the device was used to share test information, immediately call PSAT 10 Support.

Note that the device was observed and/or in use. Provide the student's name.

On Page 2, Section 7, Test Admin Issue, bubble "Student used a phone or other prohibited device, or it made noise."

On Page 2, Section 7, Action Taken, bubble "Dismissed," indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.

Calculator misuse/ prohibited aids

(Unless approved as an accommodation)

If a student is seen using a calculator on a noncalculator section or using more than 1 handheld calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Devices and Aids on page 19), either during the test or during breaks:

If you dismiss the Identify student.

On Page 2, Section bubble "Student to the test or during breaks:

- Warn the student individually to stop use of the prohibited aid.
- If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under "Observed with prohibited devices."
- For other types of calculators or aids, tell the student a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.)
- If the student continues, collect their scratch paper and test ticket, pause the student's test from the Actions column in the TA Interface, and dismiss the student to a monitored area until after the test.

If you dismiss the student, fill out the IR. Identify student.

On Page 2, Section 7, Test Admin Issue, bubble "Student used an unauthorized aid."

For students using a calculator on a noncalculator section, on Page 2, Section 7, Test Admin Issue, bubble "Student used calculator on non-calculator section."

On Page 2, Section 7, Action Taken, bubble "Dismissed," indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.

What you should do

How to fill out the IR

Disruptive behavior or sharing information



If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.

Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores circumstances completely. For copying will be invalidated. Keep a seating chart (see back cover of this manual), and use it to indicate original and changed seat locations.

Or,

If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test questions:

- If the student is using an electronic device to share information or test content, follow instructions under "Use or possession of test content/ answers" to collect and inspect any prohibited aids or electronic devices.
- Inform the student that you must write up the incident and that their scores may be invalidated.
- Collect any information being shared, along with the student's test ticket and scratch paper.
- Pause their test from the Actions column in the TA Interface and dismiss the student from testing. Do not readmit the student to the testing room.

Test coordinator: Keep the student in your charge until you have spoken to PSAT 10 Support.

Note the type of infraction and explain the and communications infractions, identify students (the student providing the information and the student receiving the information) and explain circumstances, including the test section when the behavior was observed. If student disrupted testing, identify student, length of time, and affected sections.

On Page 2, Section 7, Test Admin Issue, bubble "Student gave or received help," "Student disrupted test," or "Student failed to follow any other test administration regulations."

Fill in the circle indicating whether the irregularity affected other students' ability to test. If other students were affected, list them in Section 10. If you dismiss the student, on Page 2, Section 7, Action Taken, bubble "Dismissed."

Misadministration

Seating requirements not followed

See Seating Requirements on page 12. If these regulations aren't followed, fill out the IR.

On Page 2, Section 6, Group Irregularities

Accommodations given that were not approved

(Including time and one-half support for EL students)

- Pause the student's test from the Actions column in the TA Interface and collect their test ticket and scratch paper.
- Advise the student that they received accommodations that were not approved and they will need to retake the test on the makeup date.
- Dismiss the student.
- The student is eligible for a makeup.
 - Add the student to your list of possible makeups needed and plan to test them on the makeup day.
 - Adjust test settings for accommodations prior to the makeup day. Call PSAT 10 Support if you need assistance.
 - If the student is approved for accommodations that require testing during the accommodated window, contact PSAT 10 Support.

Information, bubble "Seating requirements not followed." List the affected students in Section 10.

Identify student, and note accommodations given and actions taken.

On Page 2, Section 7, Testing Staff Issue, bubble "Staff gave incorrect or unapproved accommodation(s)." Fill in Student Information at top of Section 7. Provide details in the Comments section on Page 3.

What you should do

How to fill out the IR

Approved accommodations not aiven

- Advise the student that their approved accommodations were inadvertently not provided.
- Offer the student the option to continue testing without the approved accommodations, or to stop testing.
- If the student chooses to stop testing, pause the student's test from the Actions column in the TA Interface, collect their test ticket and scratch paper. and dismiss the student from the testing room. Tell the student that the school will contact them about further testing options.

Identify student and note actions taken. On Page 2, Section 7, Testing Staff Issue, bubble "Staff did not give approved accommodations." Fill in Student Information at top of Section 7. Provide details in the Comments section on Page 3.

Disturbance or other distractions



Call PSAT 10 Support if guidance is needed or the problem can't be resolved.

If possible, reduce or eliminate the source of disturbance or Note the source, length, and impact of the move the students.

If testing must be interrupted:

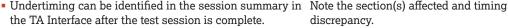
- In the TA Interface, click the **Stop** icon to stop the session. Instruct students to sit quietly until instructed further.
- Monitor students at all times inside and outside the testing room. Remind students that use of personal electronic devices and talking are not permitted.
- If evacuation is required, refer to "Interruption" earlier in this chart.
- Note stop time and inform students that the testing time will be adjusted.

If able to continue testing, return to the interrupted section by starting a new session in the TA Interface—do not return to any previously completed sections.

- Once testing can resume, continue testing; ask the students to sign in to the secure browser and enter the Session ID. Then approve the student to test.
- The proctor's clock will display full time for the test section; however, the student's clock will reflect the accurate remaining time.
- When all students have completed the test with their allotted time, the session will automatically end.
- Tell students to contact psathelp@info.collegeboard.org if they feel they were affected.

If you were unable to resume testing, follow the instructions under "Interruption" earlier in this chart.

discrepancy.



- If you observe that a student has time remaining, note their name and time remaining on the IR.
- If a section hasn't yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.
- Allow the full number of minutes on all other sections. Don't go back to any sections that have already been completed.

For a group, on Page 2, Section 6, bubble "Undertiming." List the affected students in Section 10. For an individual, on Page 2, Section 7, Test Admin Issue, bubble "Test was undertimed."

Bubble Page 2, Section 6—"Disturbance/ interruption." List the affected students in Section 10.

Undertiming



Call PSAT 10 Support.

Irregularity	What you should do	How to fill out the IR
Overtiming J Call PSAT 10	Give the full number of minutes on all the other sections.	Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.
Support.		On Page 2, Section 6, bubble "Overtiming (for a group), or Page 2, Section 7, Test Admin Issue, bubble "Test was overtimed (for an individual). For a group, list the affected student(s) in Section 10.
Testing staff issues J If staff actions potentially have caused a misadministration, call PSAT 10 Support.	In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it. If the behavior persists or if incorrect materials are used during the administration, call PSAT 10 Support immediately.	Note the impact of the issue and the section(s) affected. Bubble Page 2, Section 6 (for a group), or Page 2, Section 7—"Testing Staff Issue" (for individual irregularities); choose correct issue from list. For a group list the affected students in Section 10. Complete the Comments section and sign.
Student Issues		
Student changing from standard to accommodated administration	When a student requests to test with accommodations, the test coordinator should follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 35.	No IR is needed. If the student has already begun testing, call PSAT 10 Support.
Excessive breaks	Ask the student the reason for excessive breaks (e.g., Is	Note the length of absence, and the
This irregularity does not apply to students approved for "breaks as needed." Call PSAT 10 Support if there is a security concern.	 the student ill?). If the student is ill, follow the instructions in this chart under "Illness." Ask the student to navigate to the next unanswered question. Do not allow extra time. Have a room or hall monitor check where the student is going during breaks. 	student(s) and question(s) affected.
Illness	Ask the student to navigate to the next unanswered question. Do not allow extra testing time. Permit student	• • • •
Call PSAT 10 Support immediately.	 to leave the testing room temporarily. If the student is unable to continue, pause their test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. 	On Page 2, Section 7, Test Admin Issue, bubble "Student became ill."
	 If a student has to leave early because of illness, the student may return to complete the test within the testing window. Time cannot be added back to an expired or completed test section. 	
	• If illness results in a disturbance, see instructions in this chart under "Disturbance or other distractions."	
Calculator malfunction	 Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, remind student of the embedded calculator they can access from the secure browser. 	Document the malfunction on the IR. On Page 2, Section 7, Test Admin Issue, bubble "Student had a calculator malfunction."
	 The student can choose to continue with the embedded calculator. If they continue, don't allow extra time. 	

What you should do

How to fill out the IR

Restroom use

- Permit student to leave the testing room temporarily. Ask No IR is needed. the student to navigate to the next unanswered question.

- Do not allow extra testing time.
- the room for a break.

Recheck the ID of any student you don't know who left

Test question ambiguity



Call PSAT 10 Support immediately after the test.

Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to psatquestion@collegeboard.org.

On Page 3, Section 8, Test Question Ambiguity Information, bubble the appropriate type of ambiguity.

Indicate name and address of student who reported ambiguity or error, section, and test question number.

Student exits secure browser (SecureTestBrowser on Chrome OS and iPads)

If any unauthorized application accidentally launches during testing, the student will be automatically exited out of the secure browser.

- Allow the student to continue testing.
- Ask the student to sign in to the secure browser and enter the Session ID. Then approve the student for testing.

NOTE: The student's time will be maintained in the secure browser. If the student is unable to receive their full testing time, record the duration of the interruption on the IR.

If the student is seen using the computer for non-test related purposes, pause their test from the Actions column Describe the circumstances and the test section. Ensure the student's name is provided.

Bubble Page 2, Section 7—Test Admin Issue—"Technology disruption."

in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. Do not readmit the student to the testing room.

Hardware/Software/Network Malfunctions

Test-taking device malfunction

(e.g., the secure browser won't launch: cannot establish connectivity to the internet; headphones or monitor stops responding)



Call PSAT 10 Support immediately. Contact your technology coordinator. If it is determined that the issue is not local, contact PSAT 10 Support immediately.

If a technical issue occurs and is resolved during testing, allow the student to continue testing. A student may be moved to another working device, if available. Ask the student to sign in to the secure browser and enter the Session ID. Then approve the student for testing. The student's time will be maintained in the secure browser.

If a technical issue can't be resolved and the timed portion of the test hasn't begun (e.g., the Reading Test), move the student to another working device, if available, or to another testing room where testing hasn't begun.

If the timed portion of testing has begun and the issue cannot be resolved, pause the student's test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from testing. Call PSAT 10 Support immediately. Do not readmit the student to the testing room.

Don't allow technical issues to impede other students' test time.

The student may be eligible for a makeup. Plan to test the student on your school's makeup day.

Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.

For a group, bubble Page 2, Section 6-"Problem with internet connectivity" if applicable.

For an individual, bubble Page 2, Section 7—Test Admin Issue—"Battery died on student's testing device" or "Technology disruption" as applicable.

What you should do

How to fill out the IR

Secure browser freezes

If the secure browser freezes or the loading screen appears for an extended period of time, force exit the student out of the secure browser, which may require you to restart the device.

- If there is a spare device available, immediately switch the device for the student.
- Allow the student to continue testing. Ask the student to sign in to the secure browser and enter the Session ID.
 Then approve the student for testing.
- If a student is undertimed, follow the instructions in "Undertiming" earlier in this chart.
- The student's time will be maintained in the secure browser. If the student is unable to receive their full testing time, record the duration of the interruption on the IR.
- Only fill out an IR if there's an undertiming (even if this is less than 5 minutes) or if this caused a disturbance to the testing room.

Describe the irregularity and note any loss of testing time. Note the question(s) and section(s) affected.

For an individual, bubble Page 2, Section 7—Test Admin Issue—"Technology disruption."

Fill in details in Section 9. Comments.

Test session stops or proctor's device malfunctions

If the proctor's device powers off or otherwise loses internet connectivity while students are still testing, the session will remain open for 20 minutes to allow the proctor time to reenter the session. Students will not receive an error and will continue to test.

Take immediate action before the session times out:

 Sign in to the TA Interface and click the button to Join your active session.

If the TA Interface loses internet connectivity for more than 20 minutes or the proctor closes the web browser or navigates to another website during an active test session, student testing will be disrupted. Students will receive an error message stating that the session is no longer available.

If the test session is disrupted and students receive the error message, take immediate action to resume testing:

- Prompt students to acknowledge the error message by clicking OK, which will take them back to the sign-in screen.
- Create a new session and share the new Session ID so students can sign in again and resume testing.

Describe the irregularity and note any loss of testing time.

Bubble Page 2, Section 6—"Problem with internet connectivity."

Fill in the details in Section 9, Comments.

Restart Testing

Test settings not correct for AT and/or TTS



Call PSAT 10 Support.

If a student has logged in to the test environment and their test settings or accommodations are not correct for the AT and/or the auditory assistance tools for TTS:

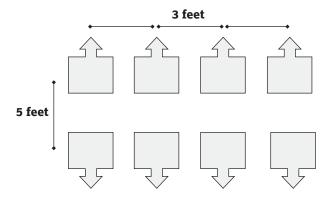
- Tell the student to log out. The test coordinator (or SSD coordinator) must modify the student's test settings in TIDE.
- Contact PSAT 10 Support to restart the student's test.

Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.

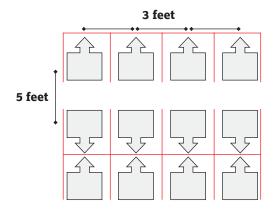
Digital Testing Room Seating Arrangements

All distances are measured from the center of one workstation to the next workstation.

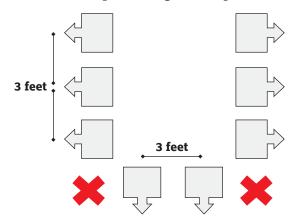
Back-to-back seating without partitions



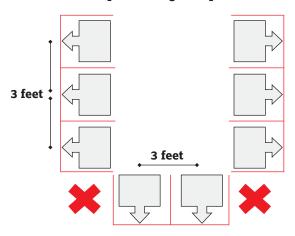
Back-to-back seating with partitions



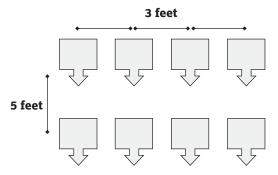
U-shaped seating without partitions



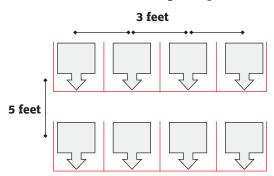
U-shaped seating with partitions



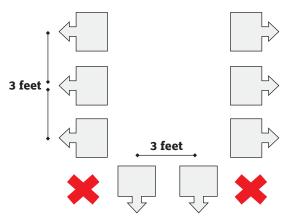
Front-to-back seating without partitions



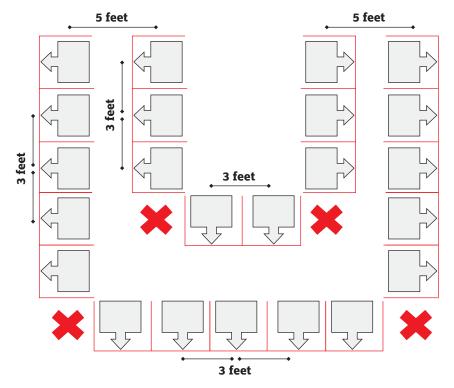
Front-to-back seating with partitions



U-shaped seating without partitions



U-shaped seating with partitions



Creating and Managing Rosters Using TIDE

TIDE provides an optional roster feature that coordinators can use to group students to a specific classroom or proctor. Rosters can represent various types of student groups, such as homerooms, teams, students with accommodations (i.e., extended time, TTS, EL, etc.), or those testing on specific dates across a testing window.

To create a roster, follow the steps below:

- In the Preparing for Testing dashboard, expand the Rosters menu section to review/select the available tasks:
 - Add Roster
 - View/Edit/Print Roster
 - Upload Rosters

To Create or Add a Roster:

- 1. From the Rosters task menu, select Add Roster.
- In the Search for Students to Add to the Roster panel, search for students to add to the roster. Student names will appear in the Add Students to Roster panel.
- 3. In the Roster Name field, enter the roster name.
- **4.** From the **Proctor** drop-down list, select the proctor who is assigned to the roster.
- 5. Add students from the list of available students:
 - To move 1 student to the roster, click the Plus Sign for that student.
 - To move all the students in the Available Students list to the roster, click Add All.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, and click Add Selected.
- 6. To remove students from the roster:
 - To remove 1 student from the roster, click the Checkbox for the student.
 - To remove all the students from the roster, click Remove All.
 - To remove selected students from the roster, mark the checkboxes for the students you want to remove, and click Remove Selected.
- 7. Click Save, then click Continue.

To Create Accommodated Room Rosters with Advanced Search:

- 1. In the Search for Students to Add to the Roster panel, search for students to add to the roster.
- Expand the Advanced Search section and select the search fields that represent the test settings for a corresponding accommodated room.
- **3.** Select the test setting for each of the relevant test sections and enable or select the available options.
- **4.** Add the selected test settings to the **Additional Criteria Option**.
- **5.** Add check marks to all the additional criteria options that you want to include in your student search.
- **6.** Follow the procedures outlined above for adding students to the roster panel.

To Modify a Roster:

- From the Rosters task menu on the dashboard, select View/Edit/Export Roster. The View/Edit Rosters page appears.
- 2. Retrieve the roster record you want to view or edit by including the relevant search fields (i.e., District, School, Roster type, Teacher name, etc.).
- 3. In the list of retrieved rosters, click the Edit icon for the roster whose details you want to view. The View/Edit Roster form appears. This form is similar to the form used to add rosters.
- **4.** Search for students to add to the roster by following the procedure outlined above for adding students to the roster panel.

To Print Rosters:

Retrieve the rosters to print by following the search procedures outlined above.

Do the following:

 Mark the checkboxes for the rosters you want to print or click the Checkbox at the top of the table to print all retrieved rosters.

NOTE: When printing multiple rosters, the total number of students included in the rosters should not exceed 1,000.

- 2. Click the **Print** icon, and then select **Roster**.
- **3.** Under **Print Options**, verify **Roster** is selected. The **Roster Student List** report appears.
- 4. Click Print. Your browser downloads the generated PDF.

Notes	

Notes	

Notes	

Notes	

Digital PSAT 10 Seating Chart

Proctor Name:		
School Name:		
Testing Room:		
School Code:		
Type of seating chart: S	ingle chart:	OR
Section: of	sections in large testing roo	om.

Use the diagram below to indicate how students were seated with test-taking devices in your testing room. Monitors assisting the proctors may complete the seating chart(s).

- For large rooms, use a separate form for each area of the room and indicate where areas border each other.
- **2.** Indicate the position of the proctor's desk or table if it's not at the front of the room.
- 3. Indicate the location of the entrance doors.
- **4.** Draw a boundary line around the occupied seats in the room or your assigned area.
- **5.** Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
- **6.** For each occupied seat, write the student's name or registration number.

7. If any student is moved to another seat after the test begins, indicate on the seating chart the seat the student was moved to and complete an Irregularity Report explaining the reason for the change.

REAR					
JMP Ray G Andy D Bob H Chris T					
Mary L MJ					
Scott B LCH					
DTR Pete C Marcy W					
FRONT	Room Entrance				

Print the name and title of the person completing this seating chart below:

Name:	 	
Title:		
Date:		

